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AUDITORY DISCRIMINATION TRAINING IN THE DEVELOPMENT OF WORD ANALYSIS SKILLS.

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THE HYPOTHESIS THAT CHILDREN WHO ARE TAUGHT TO HEAR AND DESIGNATE SEPARATE SOUNDS IN SPOKEN WORDS WILL ACHIEVE GREATER SUCCESS IN LEARNING TO ANALYZE PRINTED WORDS WAS TESTED. THE SUBJECTS WERE 90 KINDERGARTEN CHILDREN, PREDOMINATELY MEXICAN-AMERICANS AND NEGROES. CHILDREN WERE RANDOMLY ASSIGNED TO ONE OF THREE TREATMENTS, EACH OF 3-WEEKS DURATION -- AN AUTOINSTRUCTIONAL PROGRAM IN BEGINNING READING, AN AUTOINSTRUCTIONAL AUDITORY TRAINING PROGRAM THAT USED NO VISUAL STIMULI, AND NONINSTRUCTION IN READING AND AUDITORY DISCRIMINATION. AFTER THE THREE EXPERIMENTAL TREATMENTS, ALL THE CHILDREN RECEIVED PROGRAMED LESSONS IN READING IDENTICAL TO THOSE IN THE FIRST TREATMENT ABOVE. ACHIEVEMENT WAS MEASURED BY ERRORS DURING INSTRUCTION IN READING, SCORES EARNED ON A TEST OF WORD ANALYSIS SKILLS, AND SCORES EARNED ON AN AUDITORY DISCRIMINATION TEST. IT WAS FOUND THAT THE AUDITORY TREATMENT RESULTED IN A LOWER READING ERROR RATE AND MORE SUCCESSFUL PERFORMANCES IN BOTH THE TASK OF WORD ANALYSIS AND AUDITORY DISCRIMINATION. THE EXCLUSIVELY AUDITORY PROGRAM FOLLOWED BY INSTRUCTION IN READING MORE EFFECTIVELY IMPROVED SKILLS FOR ANALYZING PRINTED WORDS. AUDITORY TRAINING ON SELECTED PHONEMES HELPED LEARNERS ASSOCIATE GRAPHEMES AND PHONEMES EVEN WHEN THE PHONEMES WERE DIFFERENT FROM THOSE IN TRAINING. AUDITORY TRAINING WAS ESPECIALLY BENEFICIAL TO BOYS AND CHILDREN OF LOWER INTELLIGENCE. REFERENCES, APPENDIXES, AND EXAMPLES OF TESTS AND LESSONS USED ARE INCLUDED. (MC)

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**Project No. 5-0503
Grant No. OE 7-14-1430-290**

**John D. McNeil
assisted by
James C. Coleman**

July 1967

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I. INTRODUCTION

A. Problem

A number of specialists in reading have argued that the skills of auditory discrimination are related to success in reading and that there should be more systematic evaluation of these skills. (6) (14) (17) The statement is commonly made that for a child to profit from instruction in phonics, i.e., the teaching of speech sound equivalents for combinations of printed letters, he must have the ability to discriminate among the sounds heard. "To attempt to teach numerous phonic generalizations in the absence of auditory discrimination equal to the learning task is not only inadvisable from the standpoint of learning, but is detrimental to the learner." (4) Dykstra's research regarding auditory discrimination abilities and beginning reading achievement is an excellent source for evidence that there are relationships between pre-reading measures of auditory discrimination and reading achievement. (7)

However, as stated by Dykstra, "Experimental studies are now needed." A major proportion of the research associating auditory discrimination with reading achievement has been correlational in nature. Granted that learners who score high in the ability to discriminate sounds also have success in beginning reading, we have little evidence that this discrimination ability is the factor responsible for the achievement in reading. Perhaps high scores in both tasks are linked by an undisclosed artifact, e.g., over-ambitious parents or a verbal home environment.

Two studies report attempts to improve auditory discrimination and to note subsequent performance in reading. Murphy (15) gave special "ear training" to one group, experimental exercises in visual discrimination of words and letters to another, and a combination of listening and visual exercises to a third. She permitted a fourth group (control) to follow whatever exercises were available in their regular instructional programs. Subsequent group reading tests revealed that children who had received the experimental treatments exceeded those in the control group.

More recently Feldmann and Deutsch (9) sought to train retarded readers in auditory perceptual skills and to compare the effects that followed auditory training with those that came after: (a) special instruction in reading and (b) a program of instruction that offered reading and auditory perception. These researchers were not able to find a superior treatment that would facilitate reading achievement, either immediately after instruction or at other testing times. The results did not show that a developmental auditory skills program enhances the reading progress of socially disadvantaged learners.

B. Objectives

The present experimental study has been designed to test the hypothesis that children who are taught to hear and designate separate sounds in spoken words will achieve greater success in learning selected skills associated with the task of analyzing printed words. Secondary questions relevant to the hypothesis include:

1. What is the value of auditory training for learners with particular characteristics, e.g., those of high and those of low intelligence, those who speak with southern Negro or Spanish dialects?
2. How amenable to training is auditory discrimination? Might not, for instance, the auditory problem of being able to tell whether two spoken words differ in their sounds at their beginnings or endings (positional differentiations) be more difficult than analysis of the printed word? The analysis of spoken sounds is likely to be difficult because the analysis of anything that is fluctuating is not easy.
3. How generalizable is auditory discrimination? On the basis of their studies, Holland and Matthews (12) have concluded that there is only a remote relationship between auditory training for a specific sound and auditory discrimination ability for a large number of speech sounds. On the other hand, Elkonin (8) has reported how Russian children generalized their ability to hear and distinguish sounds in new words in the course of learning to name sounds making up certain words and learning to state which sound comes first, last, etc.

Also of interest to teachers of reading is the question as to which specific tasks of word analysis in reading is auditory training of value? If a learner is taught to designate separate sounds in spoken words, e.g. to "make the sound that NIP begins with," with what kind of a reading task would one expect the learner to excel? Is it that he would be better able (a) to identify letters and words given the oral pronunciation of the letters and words, (b) to orally pronounce printed letters and words given only the visual stimuli, or (c) is it that auditory training contributes something to the child's ability to amalgamate the individual sounds of words so that he can better recognize them when they appear as printed words?

II. METHOD

A. Variables

The phenomena of auditory discrimination and word analysis skills are never known alone but only through their measuring devices. Weiner (18), for example, has reviewed tests of auditory discrimination and described their variation in form, content and difficulty. Also, examination of auditory exercises that are found in commercial reading materials evidence the great differences among activities that carry the rubric Auditory Discrimination.

1. Definition and Measure of Auditory Discrimination

The criterion test of auditory discrimination (Appendix A) was based upon the following objectives:

- a. Given spoken words composed of phonemes heard in the program, the learner will be able to make the sound with which any one of the words begins and ends.
- b. Given pairs of spoken words, some of which begin or end alike and some that do not, the learner will be able to tell whether or not a particular pair begins or ends the same.
- c. Given two words, one of which ends (or begins) with a given phoneme, the learner will be able to apply the word that begins (or ends) with the given phoneme.

The 42 items on the test were presented by taped recording. Children took the test individually; the research assistant recorded all responses.

Correlations of scores earned on a test-retest basis (3-week interval) was ($r = .38$), significant at the .05 level. Scores earned on the test also correlated with scores earned on the word analysis test (Appendix B), ($r = .468$), significant at the .01 level.

2. Definition and Measure of Word Analysis Skills

Word analysis skills as operationally defined in this study can be seen in the following tasks taken from the criterion test (Appendix B).

- a. The learner is given sets of letters (3 letters to a set) and is asked to select the one letter in each set that matches a phoneme for that set.
- b. The learner is given sets of printed words (3 words to a set) and is asked to select the printed word which matches the spoken word.
- c. The learner is given pairs of printed words and is asked to select the one word of each pair which corresponds to a "phoneticized" pronunciation of that word. The alternate choice in each pair does not always differ in constitution of letters but in the way the letters are ordered.
- d. The learner is given pairs of words never seen by him before but composed of familiar graphemes and is asked to select the one word of each pair that corresponds to a particular spoken word.
- e. Given any one of the graphemes presented in the reading program, the learner will be asked to pronounce it.
- f. Given any one of the words presented in the reading program, the learner will be asked to pronounce it.

The test of word analysis skills consists of 42 items and was administered following the completion of the experimental treatments. Most of the items on the test are equivalent to the tasks demanded in the reading program. Exceptions are: (a) items 15-18 which sample a novel task--that of responding to phoneticized speech in order to recognize a printed word, and (b) items 20-26 which require the child to identify words not seen by him before but composed of familiar letters. In order that the test might reveal any generalizability from training on specific phonemes, the criterion test included: (a) the graphemes, d, i, p, n, and the printed trigrams, did, dip, pin, nip, which had been presented as phonemes during auditory training, and (b) the graphemes, s, g, a, t, and the trigrams, gag, gas, sat, tag, which were never introduced as phonemes in the auditory program.

Indication of the test's reliability was found by correlating responses made to every other item ($r = .678$, $p < .01$) and by correlating the scores made by children on a test-retest basis after a 3-week interval. ($r = .981$, $p < .01$).

3. The Auditory Training Program

It cannot be said that this program taught exclusively a single task called auditory discrimination. There still are, for example, problems as to whether the program was most effective in teaching, (a) a special vocabulary, e.g., "end," "begin," (b) auditory memory, and (c) a predisposition for attending to sounds. It is clear that the program (Appendix C) does not confound the variables of auditory discrimination with letters, printed words, pictures or other visual stimuli.

The program consists of 15 daily lessons. Each lesson has approximately 30 frames and requires less than 20 minutes to complete. The lessons were presented by taped commentary to the child who listened through earphones and made oral responses in accordance with the taped instructions. Children listened to the program in groups of 5. Each child was separated visually from his peers by partitions and auditorally from them by his earphones.

The chief tasks of the program are matching problems, e.g., "Do Ned and need begin alike?" and the making of positional differentiations, e.g., "Make the sound that pen begins with." The content of the program features 7 phonemes, i, e, a, p, d, n, ck, and 15 constituent words, all containing 3 phonemes in the CVC pattern. The sequence of "learnings" is as follows:

- a. concept of "sound"
- b. concept of "sound alike"
- c. from differentiation of gross environmental sounds to discrimination among phonemes
- d. concept of "beginning" in relation to the temporal order of sounds
- e. concept of "ending" in terms of temporal order of speech

Construction of the program used principles of review, prompting, and confirmation. Most items rely upon confirmation (giving the correct answer after the learner has responded) to bring about learning. Items that illustrate prompting are seen in such frames as the following:

- a. "Here's a noise with a telephone and a cat. First it goes ring like the telephone and after that it ends with the meow of a cat. (noise) What does it end with? ----. The cat. (prompting by copy frame).

- b. Do /n/ and /n/ sound alike?----- (Response)
 Do neck and need begin alike?---- (Response)
Ned begins with /n/. -----
 Does nip begin with /n/?-----
 Do Ned and nip both begin with /n/?-----
 Do Ned and nip begin alike? -----
 (prompting by sequence)

Examples of items from a review lesson are these:

- a. "Make the sound that deck begins with. Deck."
 ----- "/d/ is right."
- b. "Do den and deck begin alike?" ----- "Yes."
- c. "Make the sound that need ends with." -----
 "/d/ is right."

4. The Reading Program

The reading program (Appendix D) consists of 16 daily lessons of approximately 20 minutes length each. Lessons were presented via taped commentary and booklets showing letters and printed words. The format for most lessons includes 16 pages of visual stimuli (letters and words) and the taped commentary which asks for about 5 responses per page.

The following concepts and procedures necessary for instruction are introduced in the first lesson:

- a. page turning and verifying responses by a colored mark at the bottom of the page
- b. recognizing the colors red, green, and black
- c. interpreting a sequence of 3 pictures, letters, or figures in a left to right order
- d. identifying instances of the terms, beginning, middle, and end
- e. drawing a line under one of three figures upon hearing the taped command

Lessons 2 through 16 reiterate the above procedural skills and present the following concepts and skills:

- a. recognizing particular graphemes when given the corresponding phonemes
- b. providing phonemes when presented with selected graphemes
- c. selecting printed words, given their oral terms
- d. pronouncing words, given the printed words

Each word is introduced only after its constituent letters have been individually presented. Words are introduced both phonetically and as a "gestalt," that is, with meaning. By way of example, "The word is gas, like you go to a gas station. Say gas.----. Now let's read the letters in gas. Start with the letter over the star and say /g/.----. Now touch /a/ ----; touch /s/---. /g/ /a/ /s/, gas."

New words are first shown in the presence of distractors (alternative choices) that are grossly different from the new word. Subsequently, alternatives require finer discriminations, e.g., pin versus sat (early), pin versus dip versus nip (late). Three types of responses are required--oral response ("Say the word"), constructed response ("Draw a line under the word"), and touching the letter ("touch /s/").

Approximately 30% of the items are prompted. Prompts appear both for initial teaching and for review. Nearly 45% of the items demand recall rather than recognition.

5. Other Instruments Used in the Study

Additional instruments were used to collect data regarding characteristics of the learners and the effects of the treatments. These instruments included: (a) The Wepman Auditory Discrimination Test (19); (b) the Peabody Picture Vocabulary Test (5); (c) a rating scale by which each teacher assessed a child's motivation to learn as indicated by the degree (relative to other children in the class) of the child's general attentiveness, persistence in tasks, and asking of relevant questions; (d) tests to indicate familiarity with Spanish and Southern Negro dialect. (Appendix E).

B. Subjects

One hundred thirty-five predominantly Negro and Mexican-American kindergarten children in a low socio-economic school* were randomly assigned to 3 groups by levels of sex, ethnic background and intelligence. Attrition due to mobility and absenteeism brought the final matched number to 90. The sample population had an average chronological age of 5 years 6 months and an average intelligence quotient of 86 (based on the Peabody Picture Vocabulary Test) with a range of 55 to 140.

* More than 28% of the children came from families whose income was less than \$4,000 for a family of four and an additional 19% came from families living on less than \$3,000 per year.

C. Instructional Treatments

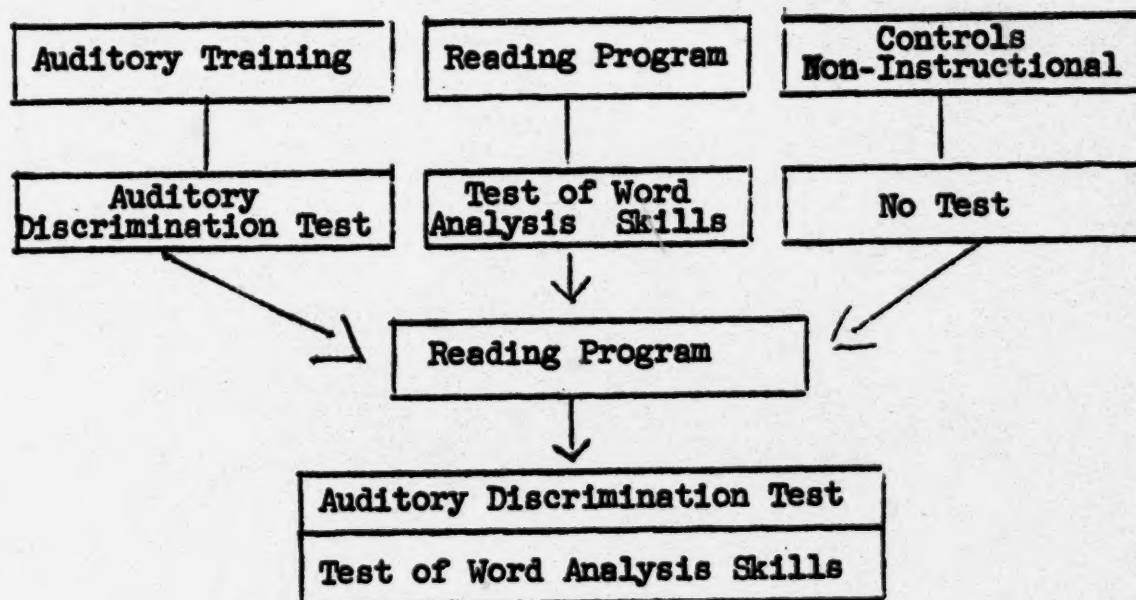
All instruction and testing was carried out by means of the auto-instructional programs previously described. Children were taken from their regular classrooms to receive instruction in a nearby room. During training there were approximately 15 children present at any one time in the room. The children were further assigned to a listening center or post (5 children to a center) where they received instruction via taped recording. A research assistant was present at each center to maintain decorum and to record responses made by children. Research assistants were rotated following each lesson to control for researcher-pupil interaction.

For the first three-week period one group received auditory discrimination training; while a second group received the program in reading; and a third group (control) remained in their classroom without any instruction in reading or auditory discrimination.

During the second three weeks children from the experimental and control groups were placed into newly-formed reading groups (each group composed of members who had received the various treatments). Thus, it was possible to observe the effect of the different preliminary treatments as children responded in a common instructional situation.

D. Outline of the Experimental Design

1. Scheduling of Treatments and Testing



2. MATRIX of Phonemes and Graphemes Selected for Special Analysis

The matrix which appears below shows the scheme for collecting evidence as to whether or not auditory training is of value chiefly in connection with the specific sounds introduced during training or whether the training has generalizable value in learning to related phonemes and graphemes not in the auditory program.

Phonemes / Grapheme	Aud. Training (oral only)	Reading Program Oral & Visual	Word Analysis Test
d, i, p, n	X	X	X
dip, did, pin, nip	X	X	X
s, t, g, a		X	X
gas, gag, sat, tag		X	X

III. RESULTS

A. Treatments and Achievement

The results indicate that in word analysis skills the auditory training group was significantly superior to both the group that received the reading program twice and the group that completed the reading program once without first having had auditory training. The difference in the three groups on an analysis of variance shows a significant mean effect for treatment ($F = 8.8$ $p < .01$). A "t" test comparing scores of those from the auditory group with matched cases who had completed the reading program twice indicated that the auditory group was significantly superior ($t = 3.17$ $p < .01$). Means and standard deviations for each of the groups are presented in Table I.

TABLE I
MEANS AND STANDARD DEVIATIONS ON A TEST OF WORD ANALYSIS SKILLS

Treatment	N	Mean	S.D.
Auditory Program and Reading Program	30	28.2	5.1
Reading Program Twice	30	23.9	6.5
Reading Program Once	30	19.3	3.8

With respect to the difference in percentage of errors made while taking the reading program, children in the auditory group made no more over-all errors than children who were taking the reading program a second time. Further, when one compares error rates for the three groups during their first attempt at reading, he finds that those who had auditory training made six percent fewer errors. Error rate on reading program:

Reading group first attempt -- 36%
Reading group second attempt - 30%
Control group first attempt -- 36%
Auditory group first attempt - 30%

B. Treatments, Intelligence and Achievement

The means for the sub-groups on an analysis of variance by I.Q. and treatment showed a significant difference ($F = 11.4$ $p < .01$). The three groups performed differently on the word analysis test ($F = 10.0$ $p < .01$). Table II contains the means for the sub-groups by intelligence and treatment. These results indicate that auditory training was more helpful to children of middle and low intelligence than the reading program alone or taking the reading program twice. Table II also shows the results of a "t" test comparing word analysis performance by children of three intellectual levels who had either auditory training or had completed the reading program twice.

TABLE II

Intelligence Levels and Performance on Test of Word Analysis by Treatment

Intelligence Level	Auditory Training		Reading Program Control	
	M	S.D.	M	S.D. M
High I.Q. (97-129) N = 30	31.9	2.8	22.9(1st) 30.4(2nd) 3.8	22.6
(t = 1.0 not sig.)				
Middle I.Q.(73-96) N = 30	28.6	4.8	20.2(1st) 22.1(2nd) 4.8	19.01
(t = 2.95 $p < .01$)				
Low I.Q.(55-72) N = 30	23.8	4.0	14.2(1st) 18.2(2nd) 3.9	15.1
(t = 3.1 $p < .01$)				

C. Effects of Auditory Training With Mexican-Americans and Negroes

When scores on the word analysis test were examined to compare: (1) Mexican Americans who had auditory training versus Mexican-Americans without this training (reading program twice instead), and (2) Negroes with auditory training versus Negroes with reading program twice, it was found that the Negro

children gained the most as a consequence of auditory training. Although Mexican-American and Negroes both benefited from auditory training, Negroes gained in a larger number of sub-skills.

The ten Mexican-Americans with auditory training had a mean score of 28.5 while the ten without auditory training had a mean of 23.9 ($t = 1.8$ not sig); ten Negroes with the auditory treatment had a mean score of 29.4 while the ten Negroes without the auditory training had a mean score of 23.2 ($t = 2.6$ $p < .05$).

The auditory program appeared to help the Mexican-Americans learn to recognize printed words from a phonetized pronunciation of the words, items 15-18, ($t = 2.9$ $p < .01$). The auditory program was associated with Negro gain in several areas: items, 1-8, ($t = 2.5$ $p < .05$); items 20-26, ($t = 2.75$, $p < .05$); items, 27-34 ($t = 3.4$ $p < .01$).

D. Auditory Training and Performance by Sex

When boys and girls who had completed auditory training were equated for intelligence and their scores on the word analysis test were compared, it was found that the boys achieved at a higher level:

girls' mean	26.1	S.D. 4.7	(N = 15)
boys' mean	30.7	S.D. 4.6	(N = 15)
	(t = 2.71 $p < .05$)		

When these same boys and girls completed the auditory training their scores on the test of auditory discrimination was not significantly different from zero:

girls' mean	26.7	S.D. 8.2
boys' mean	28.1	S.D. 5.6
	(t = .7 not sig.)	

E. Amenability of Auditory Discrimination by Treatment

One can always ask, "Might not instruction in reading itself develop auditory discrimination, thereby making it unnecessary to have a separate program that is exclusively auditory?" In order to answer this question, the scores earned by children on the auditory discrimination test were compared by treatment. These results show that taking the reading program twice brought more improvement in auditory discrimination for those who had not completed separate auditory training than taking the reading program once. However, children who had separate auditory training continued to excel over their peers on this task. The experience of

completing the reading program did not significantly increase auditory discrimination scores for this group.

The mean score on the final auditory test for the auditory group was 28.1, S.D. 5.8; for those who took the reading program twice the mean was 22.8 S.D. 2.2, ($t = 5.8$ $p < .01$). The control group had a mean score of 19.3 after completing the reading program.

F. Generalizability of Auditory Training

The word analysis test contained 15 problems composed of graphemes for which the auditory program had not presented corresponding phonemes. By comparing the performance of those with auditory training on the non-corresponding problems with the performance by these children on 15 problems which contained phonemes treated in the auditory program, it was possible to show that those with auditory training did as well on problems containing the less familiar phonemes. The mean scores on the familiar versus less familiar items were: 10.3 and 10.4 respectively. This may be taken as evidence that the training on specific phonemes generalized to other instances, particularly when it is noted that children without the auditory training (reading program twice) scored 9.5 and 8.0, respectively, on these same items.

Further evidence of generalizability can be seen in the mean error scores earned on the Wepman Test of Auditory Discrimination (which sampled ability to differentiate phonemes other than those taught in the auditory program) by those with and without auditory training:

With Training	12.4 errors
Without Training	15.4 errors
($t = 3.0$ $p < .01$)	

IV. DISCUSSION

A. Auditory Training and Sub-Test of Word Analysis

The results support the major hypothesis of the study: that children who are taught to hear and designate separate sounds in spoken words will achieve greater success in learning selected skills of word analysis than children without such training. Analysis of the performance on the criterion test of word analysis reveals that auditory training contributed especially to the learner's ability (1) to recognize printed words, given the phoneticized pronunciation of these words, items 15-18. The auditory group mean was (3.0, S.D. 7); the reading group mean was (2.4, S.D. 6) ($t = 3.16, p < .01$), and (2) to recognize unfamiliar words composed of familiar letters, items 20-26. The auditory group mean was (5.1, S.D. 11); the reading group mean was (4.1, S.D. 4) ($t = 3.85, p < .01$), and (3) to supply the phonemes that correspond to printed letters, items 27-34. The auditory group mean was (6.7, S.D. 9); the reading group mean was (4.9, S.D. 2.2) ($t = 3.6, p < .01$).

An alternative explanation for the higher performance of the auditory group on the novel tasks in word analysis is that children who only experienced the reading program (twice), had fewer opportunities for learning to meet new linguistic problems in reading. Perhaps the reading program alone produced a more stereotyped response than a combination of programs.

B. Difficulty of Auditory Training

Although evidence has been presented that auditory discrimination is amenable to training, the overall error rate during the auditory program (29%) and the number of children who made low scores on the auditory discrimination test following training, indicate that the task is not an easy one. There are several possible ways to try to improve the present program, e.g., making sure children can respond to negative instances, more prompting, increasing the number of items and lessons, more recall as opposed to recognition items, and perhaps a different sequencing of tasks. In connection with the latter, one might want to follow the model for ordering instruction given in Gagné (10). The present program is, however, the result of many tryouts and revisions. It was found, for instance, that the program is more successful when administered individually and when the child is in close contact with an adult.

C. Recognition of a Series of Phonemes Versus Recognition of a Series of Environmental Sounds

Pilot studies in the development of the program contrasted the effects of two auditory training programs that differed only in the kinds of "sounds" to be discriminated. One program contained only environmental "noises," e.g., the sound of a cat meowing; the other used phonemes. An example of the contrast in programs appears below:

1. "Say the word that doesn't sound like the other word (a) map (b) tap (c) map." -----.
2. "Which (series of noises) doesn't sound like the others?" Child hears (a) pinging sound followed by hoot of an owl, and a clank; (b) click followed by hoot of an owl, and a clank; (c) pinging sound followed by hoot of an owl, and a clank.

The task of attending to a series of environmental sounds and deciding if it is the same or different from two other series of environmental sounds was much more difficult than attending to a series of phonemes in spoken words and finding the series that was different. Further, such training did not result in either reduced error rate in a subsequent program in reading or with higher performance on a word analysis test.

One cannot expect auditory training to contribute to success in reading unless the training program is effective in the immediate task of developing auditory discrimination. Exposure to training does not necessarily mean learning.

D. Value of Auditory Training for Males and for Those of Lower Intelligence

Boys can achieve on auditory discrimination as well as girls following training. There is some evidence which suggests that boys can transfer the acquired perceptual gain to the reading task better than girls.

With respect to the value of auditory training for those with different levels of intelligence, it appears that those of high intelligence can meet the task of reading without special training in auditory discrimination. Many of these bright children have the skill of such discrimination already in their repertoires. Those of lower intelligence benefit much from such training.

E. Differences in the Auditory Discrimination of Negroes and Mexican-Americans

A separate analysis showed that children who were able to answer simple questions in Spanish achieved higher scores on the Wepman test of auditory discrimination than those whose speech on a dialect test (Appendix E) evidenced urban lower class Negro dialect. Although there was no significant differences in the scores for items that required discrimination of initial phonemes, the Mexican-Americans were better able to discriminate among final phonemes in the Wepman test. The overall means of scores (errors) for initial phonemes were: Negro dialect 5.35; Mexican-American 5.45 (not sig.) The over-all means of scores (errors) on final phonemes were: Negro dialect 7.48; Mexican-American 6.25, ($f = 5.11$, $p < .05$).

The above results is not unexpected considering that the native speaker of Spanish is likely to have had more practice in attending to inflectional affixes. (4), (16). Also the results are consistent with evidence that lower class Negro dialects often fail to mark the morphological grammatical endings of words. (1), (3), (13).

F. Teacher Prediction of Child's Ability to Learn

Whereas a teacher's initial assessment of a child's motivation to learn correlated with the child's performance on word analysis skills following instruction in reading ($r = .565$, $p < .01$); the teacher's assessment of the child was not predictive if the child had auditory training in the interim ($r = .205$, not sig). This finding is interpreted as further indication that auditory training is of value to learners and that it is better to rely on formal training in sound perception than to wait for maturation.

V. CONCLUSIONS

This study has shown that auditory discrimination is amenable to training and that children who are taught to hear and designate separate sounds in spoken words will achieve greater success on tasks associated with analysis of the printed word. It has been demonstrated that an exclusively auditory program (no visual stimuli) followed by a reading program can be more effective in helping children recognize printed words than a reading program alone. This is true under two conditions: (1) when children complete the reading program once and (2) when children complete the reading program twice in lieu of auditory training.

Although not all kindergarten children are able to profit from the auditory program, achievement in word analysis for most was greater than if they had not completed the program. Boys and children of lower intelligence are especially helped by the discrimination training. The program is also beneficial to children who speak with Negro dialects and children who come from Spanish-speaking homes. Whereas the auditory training contributes to the Mexican-American's ability to recognize printed words given their phoneticized pronunciations, it helps Negro children achieve gain in a range of word analysis skills. The task of identifying final phonemes in spoken words appeared to be of more value to speakers of Negro dialect than to Mexican-Americans.

There is evidence that auditory training enables children to progress in reading beyond the level predicted for them by their teachers. Teachers' assessment of children correlates with achievement in word analysis when children do not receive auditory training; teachers' assessment does not correlate with scores on word analysis earned by those who complete auditory training.

Gains in auditory discrimination ability are more likely to occur as a result of a program designed to teach children to hear and separate sounds in spoken words than as a consequence of incidental learning that accompanies instruction in reading that involves both letters and sounds.

Auditory training on selected phonemes will contribute to the learner's future success in learning to associate graphemes and phonemes even when phonemes are not those used in the auditory training.

VI. SUMMARY

This has been a report of an experimental study designed to test the hypotheses that children who are taught to hear and designate separate sounds in spoken words will achieve greater success in learning skills associated with the task of analyzing printed words. The study also sought to answer questions regarding the characteristics of learners who can benefit most from such training, how best to facilitate auditory discrimination, and how generalizable is auditory training that leads to recognition of specific sounds and their position in the spoken word.

The subjects of the study were 90 kindergarten children, predominantly Mexican-American and Negro, living in a low socio-economic area. These children were randomly assigned to one of 3 treatments. Each treatment was of three weeks duration and included (1) an auditory training program which was completely auditory, no visual stimuli, (2) a reading program which contained both visual and auditory stimuli, and (3) a non-instructional control group. All programs were presented by auto-instruction. The children received their instructions via taped commentary. Following the experimental treatments, children from the 3 groups received instruction from an automated program in reading.

Relative achievement on the reading program was shown by reading error rate scores earned on a word analysis test and on scores earned on an auditory discrimination test administered after the programmed reading lessons.

The results showed that those who had been taught to hear and designate separate sounds in spoken words achieved greater success on tasks associated with analysis of printed words and that auditory training contributed to lower errors during instruction in reading. It was demonstrated that an exclusively auditory program followed by reading was more effective than taking the reading program once or twice without auditory training. Boys and children of lower intelligence profited most from auditory training. Such training helped the Mexican-American in ways different from the ways it helped Negroes. The Negroes gained in a greater range of word analysis skills as a consequence of auditory training. The identifying of final phonemes in spoken words appeared to be of more value to speakers of Negro dialect.

Auditory training on selected phonemes contributed to the learner's future success in learning to associate graphemes and phonemes even when the phonemes were not those used in auditory training. Although auditory discrimination increased incidentally during instruction in reading, the evidence suggests that it may be accelerated by a supplementary program which does not employ visual stimuli.

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APPENDIX A

TEST OF AUDITORY DISCRIMINATION

Name _____
 Age _____ yrs _____ mos
 Check one _____ A _____ M
 _____ N _____ O
 Score _____ / 42
 Date _____

Listen to the beginning of these words. corn. student + -
resp. resp. or 0

1. Make the sound that nip begins with. Nip /n/
2. Make the sound that neck begins with. Neck /n/
3. Do nip and neck begin alike? Do they? yes
4. Make the sound that did begins with. Did /d/
5. Make the sound that Dick begins with. Dick /d/
6. Do did and Dick begin alike? Do they? yes
7. Make the sound that nip begins with. Nip /n/
8. Make the sound that pin begins with. Pin /p/
9. Do nip and pin begin alike? Do they? No
10. Make the sound that dip begins with. Dip /d/
11. Make the sound that peep begins with. Peep /p/
12. Do dip and peep begin alike? Do they? no
13. Make the sound that pin begins with. Pin /p/
14. Make the sound that pen begins with. Pen /p/
15. Do pin and pen begin alike? Do they? yes

Listen to the ends of these words.

16. Make the sound that pin ends with. Pin /n/
17. Make the sound that den ends with. Den /n/
18. Do pin and den end alike? Do they? yes
19. Make the sound that dip ends with. Dip /p/
20. Make the sound that deep ends with. Deep /p/
21. Do dip and deep end alike? Do they? yes
22. Make the sound that pin ends with. Pin /n/
23. Make the sound that need ends with. Need /d/
24. Do pin and need end alike? Do they? no
25. Make the sound that did ends with. Did /d/
26. Make the sound that Ned ends with. Ned /d/
27. Do did and Ned end alike? Do they? yes
28. Make the sound that deep ends with. Deep /p/

		corr. student + - resp. resp. or 0
29.	Make the sound that <u>need</u> ends with. Need	/d/
30.	Do <u>deep</u> and <u>need</u> end alike? Do they?	no
31.	Say the word that ends with /d/: <u>did</u> <u>pen</u> . Which one?	did
32.	Say the word that ends with /n/: <u>deed</u> <u>pen</u> . Which one?	pen
33.	Say the word that ends with /p/: <u>dip</u> <u>den</u> . Which one?	dip
34.	Say the word that begins with /d/: <u>did</u> <u>nick</u> . Which one?	did
35.	Say the word that begins with /n/: <u>deep</u> <u>nip</u> . Which one?	nip
36.	Say the word that begins with /p/: <u>pin</u> <u>neck</u> . Which one?	pin
37.	Here are two words; are they the same? <u>pin</u> <u>pin</u>	yes
38.	Here are two words; are they the same? <u>did</u> <u>did</u>	yes
39.	Here are two words; are they the same? <u>dip</u> <u>din</u>	no
40.	Here are two words; are they the same? <u>pin</u> <u>pick</u>	no
41.	Here are two words; are they the same? <u>nip</u> <u>nip</u>	yes
42.	Here are two words; are they the same? <u>need</u> <u>did</u>	no

APPENDIX B

TEST OF WORD ANALYSIS SKILLS

VISUAL STIMULI

ORAL COMMENTARY

Hello again! I see you're all alone today, so we can go real fast. In fact we're going to go so fast, I won't have time to tell you the answers. You just do the best you can, so take your pencils and

i	n	o
a	t	r
g	i	p
i	D	h
c	D	a
g	s	w
p	m	s
x	t	n

DiD	nip
*	*
pin	Dip
*	*
gag	sat
*	*
gas	tag
*	*
DiD	pin
*	*
sat	gas
*	*
pin	Dip
*	*

nip	DiD
*	*

sat	tag
*	*

nip	Dip
*	*

1. Draw a line under /n/ like in nut /n/
2. Now draw a line under /a/ like in apple /a/
3. Now draw a line under /p/ like in pig /p/
4. Now draw a line under /i/ like in indian /i/
5. Now draw a line under /D/ like in Dog /D/
6. Now draw a line under /g/ like in good /g/
7. Now draw a line under /s/ like in sick /s/
8. Now draw a line under /t/ like in toy /t/
9. Now draw a line under /nip/, /nip/
10. Now draw a line under /pin/, /pin/
11. Now draw a line under /sat/, /sat/
12. Now draw a line under /tag/, /tag/
13. Now draw a line under /Did/, /Did/
14. Now draw a line under /gas/, /gas/
15. Now draw a line under the word that has the letters p-i-n.
16. Now draw a line under the word that has the letters d-i-d.
17. Now draw a line under the word that has the letters t-a-g.
18. Now draw a line under the word that has the letters n-i-p.
19. Let's take some time out to draw.----- All right. Tell you what! You draw a picture of anything you like ----- Go ahead. Maybe you want to draw a house, or a dog. What do you want to draw? ----- All right. Then go ahead. -----.

TEST OF WORD ANALYSIS SKILLS (continued)

VISUAL STIMULI

ORAL COMMENTARY

Do a real good job. ----- . You almost finished?
----- Okay. Let's finish up ----- . And now,
turn the page and,

kit	kin
*	*
neck	Deck
*	*
seen	Deep
*	*
tan	tap
*	*
sag	Dip
*	*
Din	pat
*	*
sit	pit
*	*

20. Draw a line under /kit/; /kit/
21. Draw a line under /neck/; /neck/
22. Draw a line under /deep/; /deep/
23. Draw a line under /tap/; /tap/
24. Draw a line under /sag/; /sag/
25. Draw a line under /Din/; /Din/
26. Draw a line under /pit/; /pit/

Pencils away, and tell you what. You can stand up
and stretch if you like. ----- . Let's stretch
real tall, and then ----- , sit down and lets

27. Make the sound of this letter. (D) .
28. Make the sound of this letter. (P) .
29. Make the sound of this letter. (a) .
30. Make the sound of this letter. (s) .
31. And make the sound of this letter. (g) .
32. Make the sound of this letter. (i) .
33. Make the sound of this letter. (t) .
34. Make the sound of this letter. n .
35. Now here are some words. What is this word:
Look at it and tell me. (Did)
36. And what is this word? Look at it and tell
me (Gas) .
37. What is this word? Look at it and tell me (pin) .
38. What is this word? Look at it and tell me (Sat) .

TEST OF WORD ANALYSIS SKILLS (continued)

ORAL COMMENTARY

- 39. What is this word? Look at it and tell me (gag).
- 40. What is this word? Look at it and tell me (dip).
- 41. What is this word? Look at it and tell me (nip).
- 42. What is this word? Look at it and tell me (tag).

APPENDIX C

AUDITORY DISCRIMINATION TRAINING PROGRAM

LESSON 1

1. Hi there. I'm glad you're here today. What's your name?-----
Say it louder. I didn't hear you -----. Oh, that's a nice name.
2. I want to tell you about a very funny thing. I've got a great
big box sitting on the floor by me. If you want to know what's
in the box, say yes and I'll tell you.-----. Okay, I'll tell you.
3. It's full of funny noises but you can't hear them when they are
in the box. You can only hear them when I pull them out. Do
you want to know how I can pull the noises out of this box?-----
Good. I'll tell you.
4. I can reach inside the box through the hole in the top and find
a handle. Then I can pull out the noise and we can listen to it.
Do you want to hear some of these funny noises? -----.
5. Okay, I'll find a handle. Hey! I got one. Listen here it
comes. S1 (sound of cat meowing). Did you hear it? ---- Yes,
I heard it too. It went S1.
6. I think there are some more cat noises in here. Listen to this
one. I'll pull it out. S1 ----. It sounds just like the other
one. Listen again ----. I'll pull them both out, S1 S1. They
sound alike. One S1 sounds like the other S1 so they sound alike.
I'll pull out 2 more noises. If you hear 2 cats, say they sound
alike. S1 S1 ----. Say they sound alike -----. They sound alike.
Sure they do because S1 sounds like S1.
7. Now I'll pull out 2 duck noises S2 S2. Do they sound alike?----
Yes they sound alike because one quack sounds like the other quack.
8. Now I'll pull out 2 dog noises and if one dog sounds like the other
dog, you tell me they sound alike. S3 S3 ----. They sound alike.
Sure they do because one dog sounds like the other dog.
9. Here come 2 whistles. S4 S4. Do they sound alike?----. Yes they
sound alike. They're 2 breadman whistles.
10. Do these 2 noises sound alike? S5 S5. Do they? ----. Yes they
do. They are 2 cows and they sound alike.
11. Here are some other noises. I think they sound alike too. Now
listen carefully. /d/ /d/. Do they sound alike?----. Yes they
sound alike because one /d/ sounds like the other /d/.

AUDITORY DISCRIMINATION TRAINING PROGRAM -- Lesson I (continued)

12. Here are some more noises. Don't answer until you hear both noises. Do these noises sound alike/n/ /n/. Do they? -----.
Yes they sound alike because one /n/ sounds like the other /n/.
13. How about these noises? Listen to both noises. Do they sound alike? /p/ /p/. Do they? -----. Yes they sound alike because one /p/ sounds like the other /p/.

Play Time: Let's stop and do something else for a minute. Now reach as high as you can. Now jump up and show me how high you could reach if you were taller. Could you reach that high? Bet you could. Okay sit down now and listen.

14. Tell me do a cat and a dog sound alike? Do they? ----- No. A cat and a dog don't sound alike.
15. Then do S1 and S3 sound alike? ----- No they don't sound alike.
16. Now, listen to these 2 noises. Do they sound alike? S4 S2. Do they? ----- No, they don't sound alike. A whistle doesn't sound like a duck.
17. Do these noises sound alike? S4 S1. Do they? ----- No, they don't sound alike.
18. Do S3 and S3 sound alike? ----- Yes they sound alike.
19. Do S1 and S2 sound alike? ----- No they don't sound alike.
20. Do S4 and S5 sound alike? ----- No, they don't sound alike.
21. Do S4 and S4 sound alike? ----- Yes they do.
22. Do /d/ and /n/ sound alike? ----- No they don't sound alike.
23. Do /n/ and /p/ sound alike? ----- No they don't sound alike.
24. Do /d/ and /d/ sound alike? ----- Yes they sound alike.
25. Do /n/ and /n/ sound alike? ----- Yes they sound alike.
26. Do /n/ and /d/ sound alike? ----- No they don't sound alike.
27. Do /p/ and /n/ sound alike? ----- No they don't sound alike.

Say I like to play this game but I have to go now. I'll be back again and I'll bring my box of noises and we'll play some more.
Bye now.

AUDITORY DISCRIMINATION TRAINING PROGRAM

LESSON 2

1. Hello there---I'm glad to see you. I'm back again with my box of noises. I'll pull out some noises and you tell me what they are. Here's one.
What's this S1 -----It's a cat.
What's this S2-----It's a duck.
What's this S3-----It's a dog.
What's this S4-----It's a whistle. The breadman's whistle.
What's this S5-----It's a cow.
What's this C1-----It's a telephone.
2. I wonder if this one will be a cat or a dog. S3. Was it a cat or a dog? ----- It was a dog.
3. I wonder if this one will be a duck or a cow? S2. Was it a duck or a cow? ----- It was a duck.
4. I wonder if this one will be a cow or a cat. S1. Was it a cow or a cat? ----- It was a cat.
5. Listen to this one. S4. Was it a duck or a breadman's whistle? ----- It was a breadman's whistle.
6. Here's another one. S5. Was it a telephone or a cow? ----- It was a cow.
7. How about this one. C1. Was it a dog or a telephone? ----- It was a telephone.
8. Here's a long noise that begins with the dog and then goes ring like the telephone. S3 C1. What does it begin with? ----- The dog. It begins with the dog.
9. Listen to it again. S3 C1. Does it begin with the dog or the telephone?----- The dog. It begins with the dog.
10. Here's a noise with a cat and a telephone. What does it begin with? S1 C1----- It begins with the cat.
11. Listen to it again. S1 C1. Does it begin with the cat or the telephone? ----- It begins with the cat.
12. Here's a long noise with a whistle and a telephone. What does it begin with? S4 C1. What----- The whistle. It begins with the whistle.
13. Listen to it again. S4 C1. Did it begin with the telephone or with the whistle?----- The whistle. It begins with the whistle.

Play Time: Let's stop and rest for a minute. Do you want to play a hand clap game. Okay stand up. Put your hands in front of you and clap, then put your hands behind you and clap. Put your hands way up above your head and clap. Repeated several times. Clap. In front, in back, on top.

Could you do that. I could too but it made me tired so I guess I'll sit down. You sit down too and we'll play another game.

14. Here's a long noise with a duck and a telephone. S2 Cl. What does it begin with? ----- It begins with the duck.
15. Listen to it again. S2 Cl. Did it begin with the telephone or the duck? ----- It begins with the duck.
16. Here's another with a telephone and a cow. S5 Cl. What does it begin with?----- It begins with the cow.
17. Listen to them again. S5 Cl. Did it begin with the telephone or the cow? ----- It begins with the cow.
18. Here's another one with the telephone and the cat. S1 Cl. What does it begin with? ----- It begins with the cat.
19. Here's one with the dog and the telephone. S3 Cl. What does it begin with? ----- It begins with the dog.
20. Here's another with the telephone and the breadman's whistle. S4 Cl. What does it begin with?----- It begins with the breadman's whistle.
21. Here's another noise. Listen. S1 Cl. What does it begin with? ----- It begins with the cat.
22. Does S1 sound like S1 ? Does it? ----- Yes.
23. Listen to them again. S1 S1. Do they sound alike?----- Yes, they sound alike.
24. Do S1 and S3 sound alike?----- No, they don't sound alike.
25. Do /d/ and /d/ sound alike? ----- Yes, they sound alike.
26. Do /p/ and /n/ sound alike? ----- No, they don't sound alike.

I have to go now but I'll be back again and bring the noise box and we'll play some more games. You be waiting right here for me. Okay? 'Bye now.

AUDITORY DISCRIMINATION TRAINING PROGRAM
LESSON 3

1. Hello there. I'm glad to see you're here again. I've got my box of noises and I'm ready to play another game. Are you ready too? O.K. Let's go.

Here's a long noise with a cat and a telephone. S1 Cl. What does it begin with? ----- It begins with the cat.

2. Listen to it again. S1 Cl. What does it begin with? ----- It begins with the cat.
3. Here's another noise with a telephone and a dog. S3 Cl. What does it begin with? ----- It begins with the dog.
4. Listen to it again. S3 Cl. What does it begin with? ----- It begins with the dog.
5. Here's another noise with a whistle and a telephone. S4 Cl. What does it begin with? ----- It begins with the whistle.
6. Listen to it again. S4 Cl. What does it begin with? ----- It begins with the whistle.
7. Here's another noise with /n/ and the telephone. /n/ Cl. What does it begin with? ----- It begins with /n/.
8. Listen to it again. /n/ Cl. What does it begin with? ----- It begins with /n/.
9. Here's one with the telephone and /d/. Listen. /d/ Cl. What does it begin with? ----- It begins with /d/.
10. Listen to it again. /d/ Cl. What does it begin with? ----- It begins with /d/.
11. Here's one more with /p/ and the telephone. /p/ Cl. What does it begin with? ----- It begins with /p/.
12. Listen to it again. /p/ Cl. What does it begin with? ----- It begins with /p/.

Play Time: Let's do something else. Stand up tall. Now pick up one foot. Are you standing on one foot? Good! Now lift up the other foot. What? Can't you do that? I can't either. I tried it once and fell right down on the back of my lap. Okay now sit down, and we'll play another game.

13. Let's play a game with words that begin with /d/. We'll say these words together.

Say dip _____
Dick _____
did _____
deep _____
deed _____
deck _____

AUDITORY DISCRIMINATION TRAINING PROGRAM LESSON 3 (continued)

14. All of those words begin with /d/. Make the sound /d/. ---- Make the sounds d-ip. Say the word dip. ----- Say the word did ----- Now make the sounds d-id. ----- Now make the sound that d-id begins with ----- D-id begins with /d/.
15. Make the sound that d-ip begins with ----- D-ip begins with /d/.
16. Make the sound that d-en begins with ----- D-en begins with /d/.
17. Make the sound that d-ee begins with. ----- D-ee begins with /d/.
18. Make the sound that D-ick begins with ----- D-ick begins with /d/.
19. Let's play a game with words that begin with /n/. Let's say them together. Come on. Say
 nip _____
 need _____
 Ned _____
 Nick _____
 neck _____
20. All of these words begin with /n/. Make the sound /n/. ----- Make the sounds n-ee ----- Say the word need ----- Say the word neck ----- Make the sounds n-ee ----- Make the sound that n-ee begins with ----- Neck begins with /n/.
21. Make the sound that n-ee begins with ----- N-ee begins with /n/.
22. Make the sound n-ip begins with ----- N-ip begins with /n/.
23. Make the sound that N-ed begins with ----- N-ed begins with /n/.
24. Make the sound that Nick begins with ----- Nick begins with /n/ too.
25. Here are 2 words. Listen and say the one that begins with /n/. deep need Which one begins with /n/? ----- Need begins with /n/. ----- Need begins with /n/.
26. Here are 2 more words. Say the one that begins with /n/. Nick Dick Which one begins with /n/? ----- Nick begins with /n/.
27. Here are 2 more words. Say the one that begins with /d/. deck neck Which one begins with /d/? ----- Deck begins with /d/.

Well that's all our time for today. But I'll be back again. Bye now.

AUDITORY DISCRIMINATION TRAINING PROGRAM

LESSON 4

1. Hello again. Let's play a game with words that begin with /p/. Let's say these words together. They all begin with /p/. Now listen and say what you hear. Say
pin -----
pen -----
peep-----
pick -----
peck -----
peek -----
2. All of those words begin with /p/. Make the sound of /p/ -----.
Make the sounds /p/-ick ----- Say the word /pick/ -----.
Say the word /pin/----- Make the sounds /p/-in -----.
Make the sound that /pin/ begins with ----- /p/. Pin begins with /p/.
3. Make the sound that /pen/ begins with. ----- /p/ is right.
4. Make the sound that /peep/ begins with ----- /p/ is right.
5. Make the sound that /pick/ begins with ----- /p/ is right.
6. Make the sound that peek begins with ----- /p/ is right.
7. Here are 2 words. Listen and then say the one that begins with /p/.
/ Ned/ /pen/ Which one begins with /p/----- Pen begins with /p/.
8. Here are 2 more words. Listen and then say the one that begins with /p/.
/p/. /peek/ /need/ Which one begins with /p/? ----- Peek begins with /p/.
9. Now listen to these 2 and say the one that begins with /p/. /pin/
/dead/. Which one begins with /p/? ----- Pin begins with /p/.
10. Here are 2 more. Say the one that begins with /p/. /deed/ /pen/.
Which one begins with /p/? ----- Pen begins with /p/.
11. Say the word /neck/----- Make the sounds /n/-eck -----.
Now make the sound that /n-eck/ begins with----- /n-eck/
begins with /n/.
12. Listen to these words and say the one that begins with /n/. /peck/
/need/. Which one begins with /n/?----- /need/ begins with /n/.
13. Here are 2 more. Say the one that begins with /n/. /deed/ /nip/.
Which one begins with /n/? ----- /nip/ begins with /n/.
14. Here are 2 more. Listen and say the one that begins with /n/.
/Ned/ /dead/. Which one begins with /n/?----- /Ned/ begins with /n/.

Play Time: Let's stand up and rest for a minute. While we are resting put one hand way up to the sky and leave the other down at your side---and when I say switch, put the one that's up down and the one that's down up. 5 or 6 times. Did you do that? Okay sit down now and listen.

15. Say the word /Dick/----- Make the sounds /D/-ick/-----
Make the sound /d/----- Now make the sound that /D-ick/ begins with----- /D-ick/ begins with /d/.
16. Listen to these 2 words and say the word that begins with /d/.
/peek/ /did/. Which one begins with /d/?----- /Did/ begins with /d/.
17. Here are 2 more. Say the word that begins with /d/. /nip/ /deep/.
Which one begins with /d/?----- /deep/ begins with /d/.
18. Here are 2 more. Say the word that begins with /d/. /Dick/ /pen/.
Which one begins with /d/?----- /Dick/ begins with /d/.
19. Make the sound /p/----- /p/ again ----- Okay, now make the sound that /p-in/ begins with----- /p/ is right.
20. Make the sound that /pen/ begins with ----- /p/ is right.
21. Make the sound /d/----- Again /d/----- Make the sound that /d-ip/ begins with ----- /d/ is right.
22. Now make the sound that /did/ begins with----- /d/ is right.
23. Okay, make the sound /n/----- Again /n/ ----- All right.
Make the sound that /n-eck/ begins with ----- /n/ is right.
24. Make the sound that nip begins with ----- /n/ is right.
/Nip/ begins with /n/ too.

Well that's all the time for today but I'll be back again.
'Bye now.

AUDITORY DISCRIMINATION TRAINING PROGRAM

LESSON 5

1. Hello there. Let's start today by making some sounds. Make the sound /p/ ----- All right. Make it again /p/ ----- Once more /p/ ----- Does /p/ sound like /p/? Does it?-----Yes /p/ sounds like /p/.
2. Then do /p/ and /p/ sound alike? ----- Yes /p/ and /p/ sound alike.
3. Make the sound that p-in begins with ----- /p/ is right.
4. Make the sound p-eeek begins with ----- /p/ is right.again.
5. Does p-in begin with /p/? Does it? ----- Yes, p-in begins with /p/.
6. Does p-eeek begin with /p/ too? ----- Yes, p-eeek begins with /p/.
7. Do p-in and p-eeek both begin with /p/? ----- Yes, p-in and p-eeek both begin with /p/.
8. Do /p/ and /p/ sound alike? ----- Yes.
9. Then do p-in and p-eeek begin alike? ----- Yes, p-in and p-eeek begin alike. They both begin with /p/.
10. P-en begins with /p/ doesn't it? ----- Yes, it does.
11. Does p-ick begin with /p/ too? Does it? ----- Yes, p-ick begins with /p/.
12. Now tell me do p-in and p-ick both begin with /p/? Do they? ----- Yes, p-in and p-ick. They both begin with /p/.
13. Do p-en and p-ick begin alike? Do they?-----Yes p-en and p-ick begin alike.

Play Time: Let's stop and rest for a minute. Let's play a hand clap game. Okay? Put your hands out in front of you and clap them and then put your hands above your head and clap them. 5 or 6 times. Okay, here comes another game. Listen carefully.

14. Let's make some more sounds. Make the sound /n/ ----- /n/ again /n/ ----- Once more /n/ ----- Okay. Does /n/ sound like /n/? Does it? ----- Yes, /n/ sounds like /n/.
15. Then do /n/ and /n/ sound alike? ----- Yes, /n/ and /n/ sound alike.
16. Make the sound that n-eeek begins with ----- /n/ is right.
17. Make the sound that n-eed begins with ----- /n/ is right again.
18. Does n-eeek begin with /n/? Does it? ----- Yes, n-eeek begins with /n/.
19. Does n-eed begin with /n/ too? ----- Yes, n-eed begins with /n/.

AUDITORY DISCRIMINATION TRAINING PROGRAM -- LESSON 5 (continued)

20. Do neck and need both begin with /n/? ----- Yes, neck and need both begin with /n/.
21. Do /n/ and /n/ sound alike? ----- Yes.
22. Then do n-eck and n-eed begin alike? ----- Yes, neck and need begin alike because they both begin with /n/.
23. N-ed begins with /n/ doesn't it? ----- Yes, it does.
24. Does n-ip begin with /n/ too? Does it? ----- Yes, n-ip begins with /n/.
25. Now tell me do N-ed and n-ip both begin with /n/? Do they? ----- Yes, N-ed and n-ip. They both begin with /n/.
26. Do Ned and nip begin alike? Do they? ----- Yes Ned and nip begin alike.

Well that's all our time for today but I'll come back and we'll play some more games. I'll see you later then. Bye now.

AUDITORY DISCRIMINATION TRAINING PROGRAM

LESSON 6

1. Hello again. Let's start today by making some sounds. Make the sound /d/ ----- . Again /d/ ----- . Once more /d/ ----- . Once more /d/ ----- . Does /d/ sound like /d/? Does it? ----- Yes /d/ sounds like /d/.
2. Then do /d/ and /d/ sound alike? ----- Yes /d/ and /d/ sound alike.
3. Make the sound that d-id begins with ----- /d/ is right.
4. Now make the sound that d-eeep begins with ----- /d/ is right again.
5. Does d-id begin with /d/? Does it? ----- Yes, d-id begins with /d/.
6. Does d-eeep begin with /d/ too? ----- Yes, d-eeep begins with /d/.
7. Do d-id and d-eeep both begin with /d/? ----- Yes d-id and d-eeep both begin with /d/.
8. Do /d/ and /d/ sound alike? ----- Yes.
9. Then do d-id and d-eeep begin alike? ----- Yes d-id and d-eeep begin alike. They both begin with /d/.
10. D-ip begins with /d/ doesn't it? ----- Yes it does.
11. Does d-eed begin with /d/ too? Does it? ----- Yes d-eed begin with /d/.
12. Now tell me do d-ip and d-eed both begin with /d/? Do they? ----- Yes d-ip and d-eed. They both begin with /d/.
13. Then do d-ip and d-eed begin alike? Do they? ----- Yes d-ip and d-eed begin alike.

Play Time: Let's stop and do something else for a minute. Stand up, reach both hands way up high to the sky. Now bend way over and touch your toes. 5 or 6 times. Now sit down and be very quiet, here comes another game.

14. Make the sound that p-eck begins with. What sound does it begin with? P-eck. /p/ is right.
15. Now make the sound that p-eeep begins with. /p/ is right again.
16. Do p-eck and p-eeep both begin with /p/? ----- Yes p-eck and p-eeep both begin with /p/.
17. Then do p-eck and p-eeep begin alike? ----- Yes p-eck and p-eeep begin alike because they both begin with /p/.

AUDITORY DISCRIMINATION TRAINING PROGRAM --LESSON 6 (continued)

18. Make the sound that N-ick begins with. What sound does it begin with?
N-ick -----, /n/ is right.
19. Now make the sound that N-ed begins with -----, /n/ is right again.
20. Do N-ick and N-ed both begin with /n/? ----- Yes N-ick and N-ed both begin with /n/.
21. Then do N-ick and N-ed begin alike? ----- Yes N-ick and N-ed begin alike.
22. Listen, n-eck begins with /n/ doesn't it? ----- Yes, n-eck begins with /n/.
23. Does d-eep begin with /n/ too? Does it? ----- No d-eep doesn't begin with /n/.
24. Make the sound that deep begins with. ----- /d/ is right.
25. Now make the sound that n-eck begins with ----- /n/ is right.
26. Do /n/ and /d/ sound alike? Do they? ----- No /n/ and /d/ don't sound alike.
27. Then do n-eck and d-eep begin alike? Do they? ----- No n-eck and d-eep don't begin alike because they begin with different sounds.

That's all of our time for today. But I'll be back again and you be waiting for me. Okay. Bye now.

AUDITORY DISCRIMINATION TRAINING PROGRAM

LESSON 7

1. Hello there. Say let's play another game like we did last time. You sure played that game well. Make the sound that n-eck begins with ----- /n/ is right.
2. Now make the sound n-ip begins with ----- /n/ is right.
3. Tell me do /n/ and /n/ sound alike? ----- Yes /n/ and /n/ sound alike.
4. Then do n-eck and n-ip begin alike? Do they? ----- Yes n-eck and n-ip begin alike because they both begin with /n/.
5. Make the sound that n-eed begins with ----- /n/ is right.
6. Now make the sound that p-en pen begins with ----- /p/ is right.
7. Do /n/ and /p/ sound alike? ----- No /n/ and /p/ don't sound alike.
8. Then do n-eed and p-en begin alike? ----- No need and pen don't begin alike because they begin with different sounds.
9. Make the sound p-in pin begin with /p/ is right.
10. Make the sound that p-eck peck begins with. ----- /p/ is right.
11. Do /p/ and /p/ sound alike? Yes, /p/ and /p/ sound alike.
12. Do p-in pin and p-eck peck begin alike? Do they? ----- Yes, pin and peck begin alike because they both begin with /p/.

Play Time: Let's stop and rest for a minute. Stand up. Put one hand way out in front of you and the other one behind you. When I say swing, put the one in back out in front and the one in front in back. Swing. Now sit down and here comes another game.

13. Make the sound that d-ip dip begins with. What does it begin with d-ip ----- /d/ is right.
14. Now make the sound that d-eep deep begins with, what is it? ----- /d/ is right again.
15. Do d-ip dip and d-eep deep begin alike? ----- Yes, dip and deep begin alike because they both begin with /d/.
16. Make the sound that d-ead begins with ----- /d/ is right.

AUDITORY DISCRIMINATION TRAINING PROGRAM LESSON 7 (cont'd)

17. Now make the sound that N-ed, Ned begins with ----/n/ is right.
18. Do d-eed and N-ed begin alike. Do they? ----. No, dead and Ned don't begin alike because they begin with different sounds.
19. Make the sound that p-in, pin begins with ----. /p/ is right.
20. Now make the sound that p-ick, pick begins with ----. /p/ is right again.
21. Do p-in and p-ick begin alike? Do they? ----. Yes, pin and pick begin alike. They both begin with /p/.
22. Make the sound that p-eeek, peek begins with ----. /p/ is right.
23. Make the sound that d-id, did begins with ----. /d/ is right.
24. Tell me, do p-eeek and d-id begin alike? Do they? ----. No, peek and did don't begin alike because they begin with different sounds.

Well that's all for today. But I'll be back again and we'll play some more games. You sure play these games well. Bye now.

AUDITORY DISCRIMINATION TRAINING PROGRAM □

LESSON 8

1. Hi there. Today let's play a game with the noises in my noise box.
I'll pull out some noises and you tell me what they are.
What is this S1 ----- It's a cat.
What is this S2 ----- It's a duck.
What is this S3 ----- It's a dog.
What is this S4 ----- It's a whistle.
What is this S5 ----- It's a cow.
What is this C1 ----- It's a telephone.
2. Here's a long noise. First it goes ring like the telephone and
after that it ends with the dog. C1 S3. What does it end with?
-----, The dog. It ends with the dog.
3. Listen to it again, C1 S3. Does it end with the dog or with the
telephone?-----, It ends with the dog.
4. Here's a noise with a telephone and a cat. What does it end with,
C1 S1. What does it end with?-----, It ends with the cat.
5. Listen to it again, C1 S1. Does it end with the telephone or the
cat?-----, It ends with the cat.
6. Here's a long noise with a telephone and a whistle. What does it
end with? C1 S4. What?-----, The whistle. It ends with
the whistle.
7. Listen to it again, C1 S4. Did it end with the whistle or with
the telephone?-----, The whistle. It ends with the whistle.
8. Here's a long noise with a telephone and a duck. What does it
end with? C1 S2. What?-----, It ends with the duck.
9. Listen to it again. C1 S2. Does it end with the duck or the
telephone?-----, It ends with the duck.
10. Here's another with the cow and a telephone. C1 S5. What does
it end with? -----, It ends with the cow.
11. Listen to it again, C1 S5. Does it end with the cow or with the
telephone?-----, It ends with the cow.
12. Here's another one with the cat and telephone. C1 S1. What
does it end with? -----, It ends with the cat.
13. Here's one with the telephone and the dog. C1 S3. What
does it end with? -----, It ends with the dog.

Play Time: Let's stand up and rest for a minute. Let's play a hand clap game. Put your hands in front of you and clap. Put your hands above your head and clap. Now put your hands behind your back and clap. Out in front. Up on top. Out in back. Several times. Did you do that? Goo. Now sit down and be quiet because here comes another game.

14. Now here's a noise with the telephone and /p/ in it. Cl /p/. What does it end with? ----- It ends with /p/.
15. Here's another noise with the telephone and /n/ in it. Cl /n/. What does it end with? ----- It ends with /n/.
16. Here's one more with /d/ and the telephone in it. Cl /d/. What does it end with? ----- It ends with /d/.
17. Listen to this noise. What does it end with? Cl /n/. What does it end with?----- It ends with /n/.
18. Here's another one. Cl /p/. What does it end with? ----- It ends with /p/.
19. How about this one. Cl /d/. What does it end with? ----- It ends with /d/.
20. Here's a word that had /die/ and /p/ in it. What does it end with? /die-p/ What does it end with?----- It ends with /p/.
21. Here's another word that has /ni/ and /p/ in it. What does it end with? /ni-p/ What does it end with? ----- It ends with /p/.
22. Here's another word with /pi/ and /n/ in it. /pi-n/ What does it end with? ----- It ends with /n/.
23. Here's a word with /de/ and /n/ in it. /de-n/ What does it end with? ----- It ends with /n/.
24. Here's a word with /Ne/ and /d/ in it. /Ne-d/. What does it end with?----- It ends with /d/.

And that's the end of our game for today. I'll be back again and we'll play some more. I'll see you later. 'Bye now.

AUDITORY DISCRIMINATION TRAINING PROGRAM

LESSON 9

1. Hello there, I'm glad to see you're here again. I'm ready to play another game. Here's a long noise with a telephone and a cat. Cl S1 What does it end with? ----- It ends with a cat.
2. Listen to it again. Cl S1 What does it end with? ----- It ends with the cat.
3. Here's another noise with a dog and a telephone. Cl S3 What does it end with? ----- It ends with the cat.
4. Listen to it again. Cl S3 What does it end with? ----- It ends with the dog.
5. Here's another one with a telephone and a breadman's whistle. Cl S4 What does it end with? ----- It ends with the whistle.
6. Listen to it again. Cl S4 What does it end with? ----- It ends with the whistle.
7. Here's another noise with the telephone and /n/. Cl /n/ What does it end with? ----- It ends with /n/.
8. Listen to it again. Cl /n/ What does it end with? ----- It ends with /n/.
9. Here's one with /d/ and the telephone. Listen Cl /d/ What does it end with? ----- It ends with /p/.
10. Listen to it again Cl /d/. What does it end with? ----- It ends with /d/.
11. Here's one more with the telephone and /p/. Cl /p/ What does it end with? ----- It ends with /p/.
12. Listen to it again Cl /p/ What does it end with? ----- It ends with /p/.

Play Time: Let's do something else for a minute. I want to see if you've grown any since we did this last time. Stand up and reach as high as you can. Now jump way up. Do it once more. I think that's higher than reached last time. Now sit down and here comes one more game.

13. Let's play a game with words that end with /d/. We'll say these words together. Say need ----- Ned ----- did ----- deed ----- dead-----.
14. All of these words end with /d/. Make the sound /d/ -----, Make the sounds nee-d -----, Say the word need -----, Say the word Ned -----, Make the sounds Ne-d -----, Now make the sound that Ne-d ends with -----, Ned ends with /d/.

AUDITORY DISCRIMINATION TRAINING PROGRAM -- LESSON 9 (continued)

15. Make the sound that nee-d ends with? ----- Nee-d ends with /d/.
16. Make the sound that dee-d ends with -----, Dee-d ends with /d/.
17. Make the sound that dea-d ends with -----, Dead ends with /d/.
18. Make the sound that di-d ends with -----, Did ends with /d/ too.
19. Let's play a game with words that end with /n/. Let's say them together.
Come on. Say pin ----- pen ----- den -----.
20. All of these words end with /n/. Make the sound /n/ -----, Make
the sounds pi-n -----, Say the word pin -----, Say the word
pen -----, Make the sounds pe-n -----, Make the sound that pe-n
ends with -----, Pen ends with /n/.
21. Make the sound that pi-n ends with -----, Pin ends with /n/.
22. Make the sound that de-n ends with -----, Den ends with /n/ too.
23. Now listen very carefully to the beginning of this word p-in. Make
the sound it begins with p-in -----, Pin begins with /p/.
24. Now once more listen carefully to the beginning. d-en. Make the sound
it begins with d-en -----, Den begins with /d/.

AUDITORY DISCRIMINATION TRAINING PROGRAM

LESSON 10

1. Hello again, Let's play a game with words that end with /p/. Let's say these words together. They all end with /p/. Now listen and say what you hear. Say dip ----- deep ----- nip ----- pip ----- peep -----.
2. All of these words end with /p/. Make the sound /p/. Make the sounds di-p ----- . Say the word dip ----- . Say the word deep ----- . Make the sound dee-p ----- . Make the sound that dee-p ends with ----- . /p/ Deep ends with /p/.
3. Make the sound that di-p ends with ----- . /p/ is right.
4. Make the sound that ni-p ends with ----- . /p/ is right.
5. Now make that pi-p ends with ----- . /p/ is right.
6. Make the sound that pee-p ends with ----- . /p/ is right again.
7. Here are 2 words. Listen and say the one that ends with /p/ den dip. Which one ends with /p/? ----- . Dip ends with /p/.
8. Here are 2 more words. Listen and say the one that ends with /p/ need deep. Which one ends with /p/? ----- . Deep ends with /p/.
9. Now listen to these 2 and say the one that ends with /p/ Ned peep. Which one ends with /p/? ----- . Peep ends with /p/.
10. Here are 2 more. Say the one that ends with /p/ Nip pin. Which one ends with /p/? ----- . Nip ends with /p/.
11. Say the word pin ----- . Make the sounds pi-n ----- . Now make the sound that pi-n ends with ----- . Pi-n ends with /n/.
12. Listen to these words and say the one that ends with /n/ deep pen. Which one ends with /n/? ----- . Pen ends with /n/.
13. Here are 2 more. Say the one that ends with /n/ dead den. Which one ends with /n/? ----- . Den ends with /n/.
14. Play time Let's stop and play a hand game for a minute. Put one hand up to the sky and the other down at your side. Now when I say switch, put the one that's down up and the one that's up down. Switch, etc. All right, now sit down and be very quiet.
15. Say the word need ----- . Make the sounds nee-d ----- . Make the sound /d/ ----- . Now make the sound that nee-d ends with ----- . Need ends with /d/.
16. Listen to 2 words and say the word that ends with /d/ Ned pen. Which one ends with /d/? ----- . Dead ends with /d/.
17. Here are 2 more. Say the word that ends with /d/ den dead. Which one ends with /d/? ----- . Dead ends with /d/.

AUDITORY DISCRIMINATION TRAINING PROGRAM · LESSON 10 (cont'd)

17. Here are 2 more. Say the word that ends with /d/. did dip. Which one ends with /d/? ----- Did ends with /d/.
18. Make the sound /p/ ----- . Again /p/ ----- . Now make the sound that di-p ends with ----- . /p/ is right.
19. Make the sound that ni-p ends with ----- . /p/ is right.
20. Make the /d/ ----- . Again /d/ ----- . Make the sound that Ne-d ends with ----- . /d/ is right.
21. Now make the sound that di-d ends with ----- . /d/ is right.
22. Make the sound /n/ ----- . Again /n/ ----- . Okay. Make the sound that pe-n ends with ----- . /n/ is right.
23. Make the sound that pi-n ends with ----- . /n/ is right.

That's all of our time for today, but I'll be back again and we'll play some more games. Bye now.

AUDITORY DISCRIMINATION TRAINING PROGRAM

LESSON 11

1. Hello there. Let's start today by making some sounds. Make the sound /p/ ----- all right make it again /p/ ----- once more /p/ ----- Does /p/ sound like /p/? Does it? ----- Yes /p/ sounds like /p/.
2. Then do /p/ and /p/ sound alike? ----- Yes /p/ and /p/ sound alike.
3. Make the sound that di-p ends with ----- /p/ is right.
4. Make the sound that ni-p ends with ----- /p/ is right again.
5. Does di-p end with /p/? Does it? ----- Yes dip ends with /p/.
6. Does ni-p end with /p/ too? ----- Yes nip ends with /p/.
7. Do di-p and ni-p both end with /p/? Do they? ----- Yes dip and nip both end with /p/.
8. Do /p/ and /p/ sound alike? ----- Yes.
9. Then do di-p and ni-p end alike? ----- Yes dip and nip end alike because they both end with /p/.
10. Tell me does die-p end with /p/? ----- Yes it does.
11. Does pee-p end with /p/ too? Does it? ----- Yes peep ends with /p/.
12. Now tell me do dee-p and pee-p both end with /p/? Do they? ----- Yes deep, peep, they both end with /p/.
13. Do dee-p and pee-p end alike? Do they? ----- Yes deep and peep end alike.

Play time. Let's stop and rest for a minute. Stand up and let's play a hand clap game. Put your hands way above your head and clap them. Behind your back and clap, out in front and clap. 5 or 6 times. You're pretty good at these games. Okay, let's sit down now and here comes another game.

14. Let's make some more sounds. Make the sound /n/. Again, /n/ ----- once more /n/ ----- Does /n/ sound like /n/? Does it? ----- Yes /n/ sounds like /n/.
15. Then do /n/ and /n/ sound alike? ----- Yes /n/ and /n/ sound alike.
16. Make the sound that pi-n ends with ----- /n/ is right.
17. Make the sound that de-n ends with. ----- /n/ is right again.
18. Does pi-n end with /n/? Does it? ----- Yes pin ends with /n/.

AUDITORY DISCRIMINATION TRAINING PROGRAM -- LESSON 11 (continued)

19. Does de-n end with /n/ too? ----- Yes den ends with /n/.
20. Do pi-n and de-n both end with /n/? ----- Yes pin, den they both end with /n/.
21. Do /n/ and /n/ sound alike? ----- Yes.
22. Then do pin and den end alike? Do they? ----- Yes pen and den end alike because they both end with /n/.
23. Does pe-n end with /n/? Does it? ----- Yes it does.
24. Does pi-n end with /n/ too? Does it? ----- Yes pin ends with /n/too.
25. Do pen and pin both end with /n/? Do they? ----- Yes pen and pin both end with /n/.
26. Do pen and pin end alike? Do they? ----- Yes pen and pen end alike because they both end with /n/.

Well that's the end of our time for today. But I'll be back again and we'll play more games. Bye now.

AUDITORY DISCRIMINATION TRAINING PROGRAM

LESSON 12

1. Hello again. Let's start today by making some sounds. Make the sound /d/ ----- Again /d/ ----- once more /d/ ----- Does /d/ sound like /d/? Does it? ----- Yes /d/ sounds like /d/.
2. Then do /d/ and /d/ sound alike? ----- Yes /d/ and /d/ sound alike.
3. Make the sound that nee-d ends with ----- /d/ is right.
4. Now make the sound that Ne-d ends with ----- /d/ is right again.
5. Does nee-d end with /d/? Does it? ----- Yes.
6. Does Ne-d end with /d/ too? ----- Yes Ne-d ends with /d/.
7. Do nee-d and Ne-d both end with /d/? Do they? ----- Yes need and Ned they both end with /d/.
8. Do /d/ and /d/ sound alike? ----- Yes.
9. Then do nee-d and Ne-d end alike? ----- Yes need and Ned end alike because they both end with /d/.
10. Tell me does the word dea-d end with /d/? ----- Yes it does.
11. Does di-d end with /d/ too? Does it? ----- Yes did ends with /d/.
12. Now tell me do dea-d and di-d both end with /d/? Do they? ----- Yes dea-d and di-d, they both end with /d/.
13. Then do dea-d and di-d end alike? Do they? ----- Yes dead and did end alike.

Play time. Let's stop and do something else for a minute. Stand up nice and tall. Reach way up to the sky. Now bend down and touch your toes. 5 or 6 times. Did you do that? Good. Now sit down and listen very carefully.

14. Make the sound that di-p ends with. What sound does it end with? di-p ----- /p/ is right.
15. Now make the sound that ni-p ends with ----- /p/ is right again.
16. Do di-p and ni-p both end with /p/? Do they? ----- Yes dip and nip both ends with /p/.
17. Then do di-p and ni-p end alike? Do they? ----- Yes dip and nip end alike because they both end with /p/.

AUDITORY DISCRIMINATION TRAINING PROGRAM -- LESSON 12 (continued)

18. Make the sound that de-n ends with. What sound does it end with,
de-n ----- /n/ is right.
19. Now make the sound that pi-n ends with ----- /n/ is right again.
20. Do de-n and pi-n both end with /n/? ----- Yes de-n and pi-n both
end with /n/.
21. Then do de-n and pi-n end alike? ----- Yes, den and pin end alike.
22. Tell me does pe-n end with /n/? Does it? ----- Yes, pen ends with
/n/.
23. Does di-d end with /n/ too? Does it? ----- No di-d doesn't end with
/n/.
24. Make the sound that di-d ends with ----- /d/ is right.
25. Now make the sound that pe-n ends with ----- /n/ is right.
26. Do /n/ and /d/ sound alike? Do they? ----- No /n/ and /d/ don't
sound alike.
27. Then do pe-n and di-d end alike? Do they? ----- No pe-n and di-d
don't end alike because they end with different sounds.

That's all for today. I'll see you again soon and we'll play more
games. Bye now.

AUDITORY DISCRIMINATION TRAINING PROGRAM

LESSON 13

1. Hello there. Say let's play another game like we did last time. You sure played that game well. Make the sound that pi-n ends with-----/n/ is right.
2. Now make the sound that de-n ends with ----- /n/ is right again.
3. Do /n/ and /n/ sound alike? Do they? ----- Yes /n/ and /n/ sound alike.
4. Then do pi-n and de-n end alike? Do they? ----- Yes pin and den end alike because they both end with /n/.
5. Make the sound that pe-n ends with ----- /n/ is right.
6. Now make the sound that ni-p ends with ----- /p/ is right.
7. Do /n/ and /p/ sound alike? No /n/ and /p/ don't sound alike.
8. Then do pe-n and ni-p end alike? Do they? ----- No pen and nip don't end alike because they end with different sounds.
9. Make the sound that dee-p ends with ----- /p/ is right.
10. Now make the sound di-p ends with ----- /p/ is right again.
11. Do /p/ and /p/ sound alike? ----- Yes /p/ and /p/ sound alike.
12. Do dee-p and di-p end alike? Do they? ----- Yes deep and dip end alike because they both end with /p/.

Play time. Let's stop and rest for a minute. Stand up and put one hand way out in front of you and put the other hand way out in back of you and when I say swing, put the one in back out in front and the one in front out in back. 5 or 6 times. Now sit down. Here comes another game.

13. Make the sound that di-d ends with. What does it end with? Di-d ----- /d/ is right.
14. Now make the sound that Ne-d ends with. What is it? ----- /d/ is right.
15. Tell me do di-d and Ne-d end alike? Do they? ----- Yes did and Ned end alike because they both end with /d/.
16. Make the sound that dea-d ends with ----- /d/ is right.
17. Make the sound that de-n ends with ----- /n/ is right.
18. Now tell me do dea-d and de-n end alike? Do they? ----- No dead and den don't end alike because they end with different sounds.

19. Make the sound that pee-p ends with ----- /p/ is right.
20. Make the sound that dee-p ends with ----- /p/ is right again.
21. Do pee-p and dee-p end alike? Do they? ----- Yes peep and deep end alike. They both end with /p/.
22. Make the sound that ni-p ends with ----- /p/ is right.
23. Make the sound that Ne-d ends with ----- /d/ is right.
24. Do ni-p and Ne-d end alike? Do they? ----- No nip and Ned don't end alike because they end with different sounds.

Well that's all our time for today but I'll be back. See you later.
Bye now.

AUDITORY DISCRIMINATION TRAINING PROGRAM .

LESSON 14

1. Hi there. Let's make some sounds like we did last time. Make the sound that /pin/ ends with----- . /n/ is right.
2. Now make the sound that /pen/ ends with ----- . /n/ is right again.
3. Do /pin/ and /pen/ end alike? Do they? ----- Yes.
4. Now listen to the beginning. The beginning. Make the sound that /pin/ begins with. /pin/ ----- . /p/ is right.
5. Now make the sound that /pen/ begins with ----- . /p/ is right again.
6. Do /pin/ and /pen/ begin alike? Do they?----- . Yes, they do.
7. Now think about the beginning again. Make the sound that /neck/ begins with ----- . /n/ is right.
8. Make the sound that /nick/ begins with ----- . /n/ is right again.
9. Do /neck/ and /nick/ begin alike? Do they? ----- Yes, they do.
10. Make the sound that /Dick/ begins with. /Dick/. ----- /d/ is right.
11. Now make the sound that /deck/ begins with ----- . /d/ is right again.
12. Do /Dick/ and /deck/ begin alike? Do they? ----- Yes, they do.
13. Now once more. Make the sound that /deck/ begins with. /deck/. ----- . /d/ is right.
14. Now make the sound that /neck/ begins with ----- . /neck/ ----- /n/ is right.
15. Do /deck/ and /neck/ begin alike? ----- No, they don't begin alike.

Play time. Now let's stop and play another game for a minute. Put your hands on your knees, on your shoulder, on your head. Repeat several times. Knees, head, I caught you, didn't I. I bet you put your hands on your shoulders. Now sit down and be quiet here comes a different game.

16. Listen and say the word that begins with /d/. /pen/ /den/.
Which one?----- /Den/ begins with /d/.
17. Now listen and say the word that begins with /n/. /neck/ /peck/.
Which one?----- /neck/ begins with /n/.
18. Listen and say the word that begins with /p/. /Nick/ /pick/.
Which one? ----- /pick/ begins with /p/.
19. Now listen to the ends of these words. Listen and say the word that
ends with /p/. /din/ /dip/. Which one?----- /dip/ ends
with /p/.
20. Listen and say the word that ends with /n/. /den/ /dead/. Which
one?----- /den/ ends with /n/.
21. Listen and say the word that ends with /d/. /deep/ /need/. Which
one? ----- /need/ ends with /d/.
22. Now let's play a different game. Listen to these 2 words. Are they
both the same word? /Dick/ /Dick/. Are they? ----- Yes,
they're the same.
23. Listen to these two. Are they both the same word? /Ned/ /Ned/.
Are they? ----- Yes, they're the same.
24. How about these two. Are they the same? /Need/ /need/. Are
they ----- Yes, they're the same.
25. Listen to these 2. Are they the same? /dead/ /den/. Are they?
----- No they're not the same. They're 2 different words.
26. Are these 2 words the same? /pick/ /pick/. Are they?-----
Yes, they're the same.
27. Are these 2 words the same? /dip/ /din/. Are they? -----
No, they're not the same.

That's all the time for today. I'll be back again. See
you later. 'Bye.

AUDITORY DISCRIMINATION TRAINING PROGRAM

LESSON 15

1. Hi there. Today the games are going to be real fast so listen carefully and answer quickly. Listen to the beginnings and make the sound that den begins with. Den-----/d/ is right.
2. Now make the sound that deck begins with. Deck ----- /d/ is right.
3. Tell me, do den and deck begin alike? Do they? ----- Yes, they do.
4. Make the sound that neck begins with, neck. /n/ is right.
5. Now make the sound that pick begins with, pick ----- /p/ is right.
6. Do neck and pick begin alike? Do they? ----- No, they don't.
7. Listen and make the sound that pick begins with, pick ----- /p/ is right.
8. Now make the sound that peek begins with, peek ----- /p/ is right.
9. Tell me do pick and peek begin alike? ----- Yes, they do.
10. Now here's a different game. Listen to the endings. Make the sound that need ends with, need ----- /d/ is right.
11. Make the sound that dead ends with, dead ----- /d/ is right.
12. Tell me do need and dead end alike? Do they? ----- Yes, they do.
13. Listen and make the sound that nip ends with, nip ----- /p/ is right.
14. Make the sound Ned ends with, Ned ----- /d/ is right.
15. Do nip and Ned end alike? Do they? ----- No, they don't.
16. Listen and make the sound that pen ends with, pen ----- /n/ is right.
17. Now make the sound that den ends with, den ----- /n/ is right.
18. Do pen and den end alike? Do they? ----- Yes, they do.

Play time. Let's play a hand clap game. Clap your hands out in front, out in back and up on top. Several times. Sit down now, here comes a different game.

19. Listen and say the word that begins with /d/ deep need, which one? ----- Deep begins with /d/.
20. Now listen and say the word that begins with /n/ deed neck, which one? ----- Neck begins with /n/.
21. Listen and say the word that begins with /p/ pen neck, which one? ----- Pen begins with /p/.

AUDITORY DISCRIMINATION TRAINING PROGRAM - LESSON 15 (cont'd)

22. Now listen to the ends. Listen to these words and say the word that ends with /d/ deck dead, which one? ----- Dead ends with /d/.
23. Listen and say the word that ends with /n/ pin pep, which one? ----- Pin ends with /n/.
24. Now say the word that ends with /p/ neck nip, which one? ----- Nip ends with /p/.
25. Here comes a different kind of game. Listen to these words. Are they both the same word. Pen pen, are they? ----- Yes, they're the same.
26. Are these 2 words the same? Dead dead, are they? ----- Yes, they're the same.
27. Are the 2 words the same? Dip deck, are they? ----- No, they're not the same.
28. Are these 2 words the same? Nip Ned, are they? ----- No, they're not the same.
29. Are these 2 words the same? Neck neck, are they? ----- Yes, they're the same.
30. Are these 2 words the same? Deep nick, are they? ----- No, they're not the same.

Well I have to go now. We've been playing for a long time. I'll see you again. Bye now.

READING PROGRAM

APPENDIX D LESSON 1

Lessons are in color. The letters below figures, words or letters indicate colors:
r=red; p=purple; b=black and g=green.

VISUAL

ORAL COMMENTARY

1. Hello.---How are you?----Say, do you know how to read?----
Would you like to learn how to read some words?----Okay, but first, what do you say we play a little game, all right? To play this game you need a book and a pencil. Do you have a book and a pencil?----Oh, good. Then we can start. But to play fair, don't turn any pages unless I tell you to, All right?----- Look at your book. Do you see a mark at the bottom of the page?----- Sure, What color is it?----- Red?----- It's red alright, isn't it?
X
r
2. Let's turn to the next page, just one page, and see if it has a mark at the bottom too.---(E. Demo). Does it have a mark?--- Yes, it does, doesn't it?--- Yes. From now on we'll call that color green. All right?----
X
g
3. Would you like to know a secret?----- Okay. Every page has a mark. Some are red, some are green and some are----- Well, let's turn to the next page and find out.---(E. Demo). Oh! Look. What color is the mark on this page?----Did you say black? It's black. Sure. You know why each page has a mark?----Because then you'll know if you're on the right page when we play our game, won't you?----Yes.
X
b
4. Let's turn to the next page with a red mark.---Find it?---- Good! Hey! My book has some colored balls on it, and a star. Does yours?---. How many balls does your book have? Mine has 3---. Oh, you have 3 too? Good. What color is the beginning ball, the one over the star?---. It's red, isn't it?--- Yes. Say, can you say "beginning"----- Again. Come on, say it, "beginning"----- From now on the ball over the star is always called the beginning ball. What color is the ball there in the middle?----- It's green. What color is that end ball? ----- It's black isn't it?
X
r
5. Now! Turn to the next page with a green mark on it. This time, what color is the beginning ball, over the star?---- It's black. What color is the middle ball?----- It's red. What color is the end ball?----- It's green.
Xg
6. Turn to the next page. It has a black mark at the bottom. What color is the beginning ball?----- It's green. What color is the middle ball?----- It's black. What color is the end ball?----- Red.
Xb

READING PROGRAM

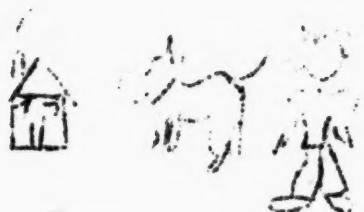
LESSON 1 (continued)

p D n

*

X_r

7. Turn to the next page. It has a red mark at the bottom. Gee, my book has 3 letters on it, does yours?----Good. Oh! I see the beginning letter has a line under it, doesn't it? What color is the beginning letter? ----- It's red. And it has a line under it. Now, take your pencil and draw a line under the middle letter just like the line you see.----- (E Demo). Did you do it? It's the green letter----. Good. Now draw a line under the end letter ----(E Demo). It's the black one.



*

X_g

8. Okay, turn to the next page. It has a green mark. This page has 3 pictures on it. What is the beginning picture over the star?-----It's a house isn't it? Draw a line under it with your pencil like you did before. What is the middle picture? ----- It's a dog. Draw a line under it too. What is the end picture?----- Why, it's a boy. Draw a line under him. ----- All right, good.

s t g

*

b r g X_b

9. Turn to the next page, with the black mark.----- Oh! I see 3 letters again. Let's see if you can draw a line under the beginning letter----- It's the black one, over the star. Now draw a line under the middle one. ----- Now draw a line under the end letter.----- The green one is the end letter.

Say! I see there's no more pages in my book. Do you have any more pages?--- No? -- all right. Then I'll tell you what. Next time I'll give you a new book and we can play some more and learn to read some of those letters that you saw. Okay? ----- Good. So long.

READING PROGRAM

LESSON 2

Lessons are in color. The letters below figures, words or letters indicate colors:
r = red; p = purple; b = black
and g = green.

VISUAL

p
f
x
r

n
g
p
r

x
g

p
b
n
g

x
b

p
p

x
r

n
p

x
g

p
r
n
g

x
b

p
b
n
r

x
r

ORAL COMMENTARY

1. Hello again ----- Do you have a new book? ----- Good. Today I promised you would learn to read some letters didn't I? ----- Yes, so let's get started. Look at your book. My book has a red mark at the bottom, does yours? ----- Good. Do you see a letter? ----- I do too. Let's learn the sound of this letter. It's /p/ like in pig or penny. Say pig ----- Now say /p/ ----- You know, this letter looks like a balloon on a stick doesn't it? ----- Yes. From now on, when I ask you to read this letter you say /p/. Let's try it. Make the sound of this letter ----- /p/ did you say /p/?
2. Turn to the next page--it has a green mark--Here are 2 letters. Turn the page and draw a line under /p/ like in pig, /p/ ----- /p/ is the red letter.
3. Turn to the next page--it has a black mark. Draw a line under /p/ and say /p/ as you make your line. ----- /p/ is the black letter.
4. Turn to the next page with a red mark. Make the sound of this letter. ----- It's /p/ like in pig /p/.
5. Well, now you know /p/. Let's learn a new letter. Turn to the next page. It has a green mark. The sound of this letter is /n/ like in nut, or nice. Say nut ----- Now say n. ----- (E may stop tape here to clear up m, or confusion) Look at /n/. It looks like a bridge doesn't it? ----- Yes! From now on, if I ask you to read this letter, you say n. Let's try it. Make sound of this letter ----- It's n. Did you say n? Like in nut? ----- Yes? ----- All right, then
6. Turn to the next page. It has a black mark. Here are 2 letters. Draw a line under /n/ like in nut, /n/ ----- /n/ green letter.
7. Turn to the next page. It has a red mark. Draw a line under /n/, again as you say /n/ ----- /n/ is the red letter.

READING PROGRAM --LESSON 2 (continued)

p n
g b
x
g

8. Turn to the next page. It has the black mark. Make the sound of this letter -----, n like in nut, n.

n
p
x
b

9. Turn to the next page with the green mark. Make the sound of the green letter -----, It's /p/ like in pig.

p n
p p
* x
b

10. Turn to the next page with a black mark. Make the sound of the beginning letter -----/p/ is the beginning letter, over the star. Now make the sound of the end letter -----.

p n
p p
* x
r

11. Turn to the next page with the red mark. Make the sound of the beginning letter over the star. -----, It's /p/ like in pig. Make the sound of the end letter -----, It's /n/ like in nut /n/. Now

n p
p p
* x
g

12. Turn to the next page--green mark and make the sound of the beginning letter, over the star -----./n/ like in nut, /n/. Make the sound of the end letter -----, /p/ like in pig /p/.



13. Turn to the next page. Hey! It has a dog at the bottom! That means it's funtime. This man used to have a mustache like his brother there. But he lost it. Take your pencil and draw him a big funny mustache ----- go ahead. Make it good and bushy -----, Hurry up. ----- Did you do it?-----, Would you like that? ----- Really? -----, Let's see if you can still read the letter.



n p
r g
x
r

14. Turn to the next page--it has a red mark. Draw a line under /n/-----/n/ is the red letter. Draw a line under /p/, /p/ -----, /p/ is the green letter.

n p
b r
x
g

15. Turn to the next page--it has a green mark. Make the sound of the black letter. ----- n, like in nut. Make the sound of the red letter -----, p like in pig.

Well no more pages, but you learned to read 2 letters in the alphabet today, didn't you -----, Yes. Next time you will get a new book and maybe some more letters. -----So long now.

LESSON 3

Lessons are in color. The letters below figures, words or letters indicate colors:
r = red; p = purple; b = black and g = green.

VISUAL

p n
g b
x
r

n p i
r b g
x
g

D p n
b g r
x
b

i
p
x
r

i D
g r
x
g

D i
b r
x
b

i
p
x
r

D
p
x
g

ORAL COMMENTARY

1. Hi! How are you today. Ready for some more reading?
----- I hope so. Let's see if you remember our letters. Look down at your book. It has a red mark at the bottom doesn't it?----- This page has both letters you learned about last time. Put your finger under the green letter and say /p/. ----- /p/ like in pig. Now put your finger under the black letter and say /n/ ----- /n/ like in nut.
2. Turn to the next page. Do you see a green mark at the bottom? Then take your pencil and draw a line under /p/ like in pig; /p/ ----- /p/ black letter. Make the sound of that red letter ----- It's /n/ like in nut --- did you remember? ----- Fine.
3. Turn to the next page. See a black mark? Then draw a line under /n/ like in nut, /n/ ----- /n/ is the red letter. Now make the sound of that green letter ----- It's /p/ like in pig, /p/.
4. Turn to the next page. It has a red mark at the bottom. A new letter. The sound of this letter is /i/, like in Indian or if. Say Indian. Now just say /i/ ----- /i/. (E may stop tape if child says /in/ or /it/ and give practice in just saying /i/.) This letter is easy to remember because it has something over it. Do ya see a big dot over it? ----- Yes! When you see this letter with the dot, that's the Indian so you say /i/. Let's try it. Make the sound of this letter ----- /i/ like in Indian.
5. Now turn to the next page. It has a green mark at the bottom. Fine, take your pencil and draw a line under /i/, like in Indian and say /i/ ----- /i/, is the green letter.
6. Let's turn to the next page -- black mark at the bottom and this time draw a line under /i/ again. /i/ ----- /i/ is the red letter.
7. Turn to the next page -- it has a red mark. Put your pencils down. And now make the sound of this letter ----- it's /i/ like in Indian, /i/.
8. All right -- Let's turn another page. It has a green mark Hey, another new letter. This letter makes the sound /D/ like in dog or David. Say /dog/ ----- Now say /d/-----/d/. This letter looks like half of a circle, doesn't it?-----Sure does. From now on, if I ask you to read this letter you say /d/. Let's try it. Make the sound of this letter----- /d/, like in dog.

READING PROGRAM

LESSON 3 (continued)

VISUAL

D i
r b x
b

i D
b g x
r

D
p x
g



p n k
r g b
x
r

E i D
g b r x
g

D Z p
g b r x
b

n i A
b r g x
r

ORAL COMMENTARY

9. Turn the page--black mark-----O.K. Take your pencil again and draw a line under /d/ like in dog /d/-----/d/ is the red letter.
10. Now let's turn to the next page -- look for a red mark at the bottom.----- Now draw a line under /d/ again and say /d/-----/d/is the green letter.
11. Turn the page -- green mark. Put your pencils down and make the sound of this new letter -----/d/ like in dog. Did you remember /D/? ----- Right.
12. Turn to the next page. Oh, look, a dog at the bottom--fun time! This girl used to be really pretty, but then her hair fell off. Tell you what. You draw her a new head of hair.-----Go ahead. Give her a lot of hair.-----Is she pretty?-----She is?-----All right, hurry up now.-----Fine, back to our letter game.
13. Let's turn to the next page. It has a red mark at the bottom. Here are the first letters you learned. Draw a line under /p/ like in pig /p/-----/p/ is the red letter /p/. Now draw a line under /n/ like in nut /n/-----/n/ is the green letter. /n/
14. Turn to the next page -- look for a green mark. Then draw a line under /i/ like in Indian, /i/-----/i/ is the black letter. /i/ has the dot. Draw a line under /d/ like in dog /d/-----/d/ is the red letter.
15. Turn to the next page -- black mark. Draw a line under /p/ like in pig /p/- P is the red letter. Draw a line under /d/ like in dog /d/-----/d/ green letter.
16. OK now, turn to the next page -- it has a red mark on the bottom. Draw a line under /i/ like in indian, /i/-----/i/ red letter. Now draw a line under /n/ like in nut /n/-----/n/, black letter. Well, no more pages but now you know 4 letters, don't you? We'll practice them some more next time and then we'll learn to read some words. Goodbye now.

READING PROGRAM

LESSON 4

Lessons are in color. The letters below figures, words or letters indicate colors:

r = red; p = purple;
b = black and g = green

VISUAL

ORAL COMMENTARY

p n
g b
X_r

1. Hello there---. I'm back again and ready to read some letters. Are you? -- Good. Then look at your book--- red mark at the bottom. Put your finger on the green letter and say /p/---/p/. Put your finger on the black letter and say /n/---/n/. Good! Now, tell me again. What's the green letter? ---It's /p/. And what's the black letter?---It's /n/. One more time, the green letter?---It's /p/. And the black letter?---It's /n/.

p n
*p p
X_b

2. Now, turn to the next page. See a black mark at the bottom?---Good. Take your pencil and draw a line under /p/ and say /p/---/p/ is the beginning letter, the one over the star. Now draw a line under /n/ and say /n/----- /n/ is the end letter.

n p
*p p
X_r

3. Now turn to the next page. It has a red mark at the bottom. Put your pencil down. Make the sound of the beginning letter, over the star----. It's /n/. Now make the sound of the end letter -----. It's /p/.

p n D
*p r p
X_g

4. Now turn to the next page and look for a green mark. Take your pencil again and draw a line under /p/, ----/p/. /p/ is the beginning letter over the star. Now draw a line under /n/, /n/----. /n/ red letter in the middle. Now put your pencil down and put your finger on the end letter and say /D/-----. Again. Say /D/----- /D/ like in dog.

n D p
*p p p
X_b

5. Turn the page and look for a black mark. Make the sound of the beginning letter over the star----. It's /n/. Now put your finger on the middle letter and say /D/----- /D/ like in dog. Now tell me the sound of the end letter--/p/.

D p n
*p p p
X_r

6. Turn the page. Look for a red mark. Take your pencil and draw a line under /D/ and say /D/----- /D/ is the beginning letter over the star. Pencil down. Now make the sound of the middle letter----- /p/. Say /p/-----/p/. Now make the sound of the end letter ----/n/ like in nut.

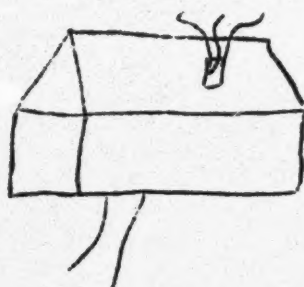
i r
i p D
*p p p
X_g

7. Turn to the next page with a green mark at the bottom, and put your finger on that red letter and say /i/----. Again /i/----. /i/ like in Indian. You know, I see that same letter at the bottom. Do you?-----. Then, take your pencil and draw a line under the letter at the bottom that looks the same as the one on top and say /i/----. /i/ is that beginning letter over the star. Now, draw a line under /p/ and say /p/----. /p/ is the middle letter. Now draw a line under /D/ and say /D/----. /D/ is the end letter

READING PROGRAM

LESSON 4 (continued)

VISUAL



p i D
*p p p

X
r

D i n
*p p p

X
g

p i n
*p p p

X
b

n i D
*p p p

X
r

p i D
*p p p

X
g

ORAL COMMENTARY

8. (Play time) Now turn to the next page. Oh! I see a dog at the bottom. That means it's time for some fun. What do you see on this page?---. A house?---. Yes, only something's missing. This house doesn't have any doors or windows. So, I'll tell you what. You take your pencil and give this house some nice doors and windows.---Go ahead. --- Hurry up now ----. Did you give it a door?---. How many windows did you give it? ---Good. Now pencils down,
9. Turn to the next page. Do you see a red mark at the bottom? Good. Let's read these letters together. I want you to touch each letter as you make its sound. Start with the beginning letter over the star and say /p/---. Good. Now touch the middle letter and say /i/---/i/. Now the end letter and say /D/---/D/. Again, but this time, remember to say the sound as you touch it. Touch /p/---. Touch /i/---. Now touch /D/---. Good.
10. Now turn to the next page. It has a green mark at the bottom. Take your pencil and draw a line under /D/---. /D/ is the beginning letter, over the star. So now draw a line under /i/---. /i/ is the middle letter. Now draw a line under /n/---. /n/ is the end letter.
11. Then, turn to the next page. It has a black mark at the bottom. Put your pencils down. Make the sound of the beginning letter over the star.--- It's /p/. Say /p/---. /p/ like in pig. Tell me the sound of the middle letter-- /i/ like in Indian. Say /i/---. Now make the sound of the end letter ----/n/. Say /n/---. /n/ like in nut.
12. Turn the page. You should see a red mark at the bottom. Let's do it again. Make the sound of the beginning letter over the star----. It's /n/. Say /n/---. Now the middle letter ----. /i/ like in Indian. Say /i/ ---. Now the end letter-----. /D/ like in dog. Say /D/ ---. Good.
13. Turn the page. There should be a green mark at the bottom. One more time. What's the beginning letter this time over the star?----It's /p/. Say /p/---. What's the middle letter? ---- /i/ like in Indian. Say /i/. What's the end letter? Tell me. ----/D/. Say /D/---. /D/ like in dog.
14. Turn to the next page. It has a black mark at the bottom. One last time. Let's read the letters. What's the beginning letter this time over the star?----. It's /D/ like in dog. Say /D/ ----/D/. What's the middle letter?---- /i/ like in Indian. Say /i/---. What's that end letter?---- /n/. Say /n/---. Well, all out of pages, so I guess that means that's all for today. But are you going to come back and help me tomorrow? Good. I'll be looking forward to seeing you. 'Bye now.

Lessons are in color. The letters below figures, words or letters indicate colors; r = red; p = purple; b = black and g = green.

VISUAL

D i
r g

DID
* p
x
r

DID
p
DID DOG AT
b r g
x
g

ORAL COMMENTARY

1. Hello again----- . Got your book? Good. Then let's read some letters. Look at your book. Put your finger on the red letter and say /d/ ----- . /d/. Now put your finger on the green letter and say /i/, /i/ ----- /i/. Say let's play a little game. I will say a letter and you put your finger on it. Let's try it. Suppose I say /d/. Which letter would you touch? ----- . The red one! And if I say /i/, which letter would you touch? ----- . The green one. Now, let's play the game. We'll start pretty slow. Remember, I'll make the sound of a letter and you see if you touch the right one. Ready? ----- . Okay. /d/ ----- . The red letter. /i/ ----- /i/ is the green letter. /d/ ----- . the red letter. Now touch /i/ ----- the green letter. Now this time I will say a color and you make the sound of that letter. Like if I say red letter, you would say /d/. If I say green letter, you would say /i/. Okay? Red letter ----- /d/. Green letter ----- . It's /i/. Red letter ----- . It's /d/. Green letter ----- it's /i/. You did a real good job with those letters.

2. Turn to the next page with a red mark. Here is a word! This word is /Did/. Like when you say-Yes I did! Say /Did/ ----- . How many letters does the word /Did/ have? ----- . /Did/ has 3 letters. Let's read those letters. Start with the beginning letter over the star and say /D/ ----- . Now read the middle letter. Say /i/ ----- . Now read the end letter. Say /d/ ----- . Tell you what! Let's read each letter again, but this time, touch each letter as you read it. Touch /D/ ----- touch /i/ ----- come on, say them; touch /d/ ----- . Look at this word carefully. Remember, the word is /Did/. Say /Did/ ----- . Good. From now on, if I ask you this word, you say /Did/.

3. Turn to the next page with a green mark. The word at the top is /Did/, like you say "Yes I did". Say /Did/ ----- . There are 3 words at the bottom, aren't there? A red word, a green word, and a black word, Yes! And one of those 3 words is /Did/.

READING PROGRAM - LESSON 5 (continued)

VISUAL

ORAL COMMENTARY

Take your pencil and draw a line under /Did/.
----- /Did/ is the black word at the bottom,
because it looks the same as the word at the
top.

DiD
p
pin gas DiD
b g r
x
b

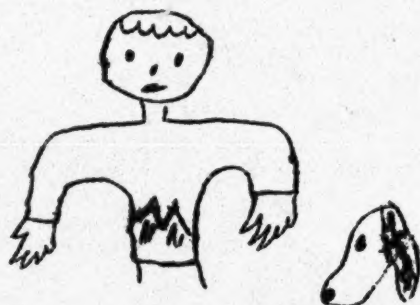
4. Turn to the next page with a black mark. The word at the top is /Did/ again. Say /Did/----- Find the same word, /Did/, at the bottom, and draw a line under it ----- This time, /Did/ is the red word.

DiD
p
So DiD DaD
r g b
x
r

5. So let's turn to page with the red mark. What is that word at the top? ----- It's /Did/ Say /Did/ ----- Now find /Did/ on the bottom and draw a line under it. ----- /Did/ is the green word. Put your pencils down for a minute and

DiD
p
x
g

6. Turn the page with the green mark on the bottom. What is this word? Tell me. ----- /Did/. Like when you say "Yes I /DiD/!" Say /DiD/ -----.



7. Turn the page with a dog. Oh! It's time for our drawing fun. So turn the page. This poor boy has no legs. This poor boy has no legs. Why don't you draw him some legs? ----- Go ahead ----- How many did you give him? ----- Four? ----- Oh! 2 ----- I'm sorry. I didn't hear you right, Better hurry up now ----- Finished? ----- Okay. Pencils down.

p n
r g
x
b

8. Turn to the next page. It has a black mark at the bottom. Oh! 2 letters! Put your finger on the red letter and say /p/ ----- /p/ like in pig. Put your finger on the green letter and say /n/ -----/n/ like in nut. Let's play our game again. I will say a color letter, and you look at it and tell me the sound. Like if I say red letter, you would say /p/. If I say green letter you say /n/. Ready? Red letter ----- /p/. Green letter ----- It's /n/. Red letter, look at it, ----- It's /p/. Green letter, look at it, ----- /n/. Red letter, ----- It's /p/. Green letter, look at it ----- It's /n/. Good. Okay.

pin
* p
x
r

9. Let's turn to the next page with a red mark. Here is another new word. This word is /pin/. Like I stick a /pin/ in the wall. Say /pin/ ----- Let's read the letters in the word /pin/. What is that beginning letter, over the star. ----- It's /p/.

READING PROGRAM - LESSON 5 (continued)

VISUAL

ORAL COMMENTARY

What is the middle letter? ----- /i/. What is the end letter? ----- n. Let's say all the letters and touch each letter as you say it. ----- touch p ----- i ----- n. Remember, this word is /pin/ Say /pin/ ----- /pin/

pin
*
pat Did pin
* b * r * g

10. Turn to the next page with a green mark. The word at the top is /pin/. Say /pin/. ----- Find /pin/ at the bottom and turn your page and draw a line under it. ----- /pin/ is the green word.

pin
* p
tag pin DiD
* g * r * b

11. Turn to the next page, black mark. The word at the top is /pin/ again. Say /pin/ ----- Find /pin/ at the bottom and draw a line under it ----- Pin is the red word.

DiD
* p
DiD run Dip
* b * r * g

12. Turn to the next page. It has a red mark. The word at the top is /DiD/. Say /DiD/ ----- Find /DiD/ at the bottom and draw a line under it ----- /DiD/, black word.

Well, no more pages, so I guess that's all for today. But we'll be back again. Bye now.

READING PROGRAM

LESSON 6

Lessons are in color. The letters below figures, words or letters indicate colors:
r=red; p=purple; b=black, and g=green.

VISUAL

ORAL COMMENTARY

DiD
*
r

pin
*
g

1. Hello. How are you today?----- Good. Let's get started real quick. Look at your book there. Put your finger under the red word and say /DiD/ ----- That word is /did/, like when you say, "Yes, I /did/". Now put your finger under the green word and say /pin/----- That word is /pin/, like you stick a /pin/ in the wall.

DiD
* p

see pin DiD
*b *r *g Xr

2. Turn to the next page. It has a red mark at the bottom. Take your pencils. The word at the top is /DiD/. Say /did/----- Find /DiD/ at the bottom and draw a line under it.----- /DiD/ is the green word.

DiD i pin
*b r *g Xg

3. Now let's turn to the next page. It has a green mark. Draw a line under the word /DiD/ again, /DiD/----- /DiD/ is the black word. Now, make the sound of that red letter.---- It's /i/ like in Indian.

pin
* p

fun pin DiD
* * * Xb

4. Now turn to the next page. It has a black mark. The word at the top is /pin/. Say /pin/----- Now find /pin/ at the bottom and draw a line under it.----- /pin/ is the red word.

Db pin go
*g *r Xr

5. Let's turn the next page. It has a red mark. Draw a line under /pin/, /pin/----- /pin/ is the green word. Now make the sound of that black letter----- It's /D/ like in dog. /D/.

DiD we n
*r *b g Xg

6. Let's turn to the next page. It has a green mark at the bottom. Draw a line under /DiD/, /DiD/----- /DiD/ is the red word. Now make the sound of that green letter.---- /n/ like in nut. Okay now,

Pr my pin
*g *b Xb

7. Turn the page. It has a black mark. Draw a line under /pin/, /pin/-----/pin/ is the black word. Now let's make the sound of the red letter ----- /p/ like in pig, /p/.

DiD pin
*b *r Xr

8. Let's turn to the next page. It has a red mark at the bottom and draw a line under the word /DiD/, like you say, "Yes, I did." /DiD/-----/DiD/ is the black word.

DiD
*p Xg

9. Let's turn to the next page. Look for a green mark at the bottom. What is this word. Tell me. ----- It's /DiD/.

READING PROGRAM

LESSON 6 (continued)

DiD * g pin * r X_b

10. Now turn to the next page. It has a black mark on it. Draw a line under /pin/, like you stick a pin in something /pin/----- /pin/ is the red word.

pin * p X_r

11. All right, let's turn to the next page. Look for a red mark at the bottom. What is this word? Tell me ----- It's /pin/.

12. Let's turn to the next page. Oh! A dog at the bottom. Time for some drawing fun. Oh! A car! But something is missing. What is it?----- That's right. The wheels are missing. You draw the wheels.----- Go ahead----- Did you do it?----- Good! Now the car looks right, doesn't it? ----- Yes! ----- Pencils down.



nip * p

X_r

13. And turn to the next page. Look for a red mark at the bottom. Hey! A new word. This word is /nip/. Did you ever hear the word /nip/?----- It means like to bite. Like the dog will /nip/ you if you tease him. Say /nip/--- /nip/. Let's read the letters in the word /nip/. Make the sound of that beginning letter over the star----- It's /n/. Now, make the sound of the middle letter----- /i/. Now, make the sound of the end letter -----/p/. Now let's read the letters together and touch each letter. Touch /n/ ---/i/---/p/-----Good n--i--p; /nip/. Look at this word. Remember. This word is /nip/. Say /nip/-----/nip/.

nip * pin * so * b X_g

14. Turn to the next page. Look to see if it has a green mark and take your pencil. The word at the top is /nip/, like the dog will /nip/ you. Say /nip/----- Find /nip/ at the bottom and draw a line under it----- /nip/ is the red word.

nip * DiD * g X_b

15. Let's turn to the next page. It has a black mark at the bottom. The word at the top is /nip/ again. /nip/. Find /nip/ at the bottom and draw a line under it -----/nip/, black word. Put your pencil down,

DiD * pin * nip * b X_r

16. And turn to the next page. What is that word at the top?--- It's /nip/ Did you remember? --- Okay. Put your finger under the red word and say /DiD/-----/DiD/, like you say, "Yes I /DiD/." Put your finger under the green word and say /pin/-----/pin/, like you say, "Don't stick me with that /pin/. Put your finger under the black word and say /nip/---/nip/, like the dog will /nip/ you if you tease him. Now you know 3 words, don't you? ---- Yes! And next time you'll learn to read another word. Okay?----- 'Bye now.

VISUAL ***

ORAL COMMENTARY

DiD pin nip
* g g b

nip
* p

nip pin
* r * g x
r

DiD pin
* b * r x
g

DiD pin
* r * g x
b

nip pin
* r * b x
r

DiD pin nip
* b * g * r x
g

nip DiD pin
* g * b * r x
b



1. Hello again-----Ready to play our reading game?
-----Good. Then look at your book. Put your finger on the red word and say /DiD/-----/DiD/. Like you say, "Yes, I /DiD/." Now put your finger on the green word and say /pin/-----/pin/, like you stick a /pin/ in things. And put your finger on the black word and say /nip/-----/nip/, like the dog will /nip/ you if you tease him.
2. Turn to the next page. It has a red mark. The word at the top is /nip/. Say /nip/-----Take your pencil Find /nip/ at the bottom and draw a line under it-----/nip/, red word. Look at /nip/. Make the sound of the letter that /nip/ begins with, over the star.-----/n/. /nip/ begins with /n/. That green word is /pin/. Say /pin/-----What letter does /pin/ begin with? -----/pin/ begins with /p/.
3. Turn to the next page. It has a green mark at the bottom. Draw a line under /DiD/, /DiD/-----/DiD/ is the black word.
4. Turn to the next page. It has a black mark. Draw a line under /pin/, /pin/-----/pin/, green word.
5. Turn to the next page. It has a red mark. Draw a line under /nip/, /nip/-----/nip/, red word.
6. Turn the page. Look for a green mark at the bottom and draw a line under /DiD/, /DiD/-----/DiD/, black word. Now, draw a line under /nip/, /nip/-----/nip/, red word. What is that green word? Look at it and tell tell me.-----The green word is /pin/.
7. Turn to the next page. It has a black mark at the bottom. Draw a line under /pin/, /pin/-----/pin/ is the red word. What is the black word? Tell me.-----It's /DiD/. What is the green word? Tell me.-----That green word is /nip/.
8. Turn to the next page. A dog! Time for drawing. This boy's face has some parts missing, doesn't it?
-----Yes. You take your pencil and draw what he's missing.-----Go ahead.-----Hurry up. Let's see. Did you give him an eye?-----How about an ear?-----Did you finish his hair. You know he only had hair on one side.-----Anything else?-----His eyebrow!-----Yes. OK, finish up and put your pencil down and....

***Lessons are in color. The letters below figures, words, or letters indicate colors: r = red; p = purple; b = black; and g = green.

READING PROGRAM

LESSON 7 (continued)

VISUAL

ORAL COMMENTARY

Dip
* p x
r

9. Turn to the next page. It has a red mark at the bottom. Look! A new word. This word rhymes with /nip/. The word is /Dip/. Like you say, "/Dip/ the brush in paint." Say /Dip/.-----Let's read the letters in /Dip/. Make the sound of the beginning letter over the star.-----/D/. Now make the sound of the middle letter-----/i/. Make the sound of the end letter.-----/p/. Now touch each letter as you say them again. Touch /D/-----/i/-----/p/----- /D/----- /i/-----/p/, /Dip/. Look at this word. Remember. This word is /Dip/. It begins with /D/ and ends with /p/. Say /Dip/-----.

Dip
* p
Dip pin
* g * b x
g

10. Now, turn to the next page. It has a green mark. The word at the top is /Dip/, like you /Dip/ a brush in paint. Say /Dip/----- Find /Dip/ at the bottom and draw a line under it-----/Dip/, green word.

Dip
* p
nip DiD Dip
* g * b * r x
b

11. Turn to the next page. Black mark. The word at the top is /Dip/ again. Say /Dip/----- Find /Dip/ at the bottom and draw a line under it-----/Dip/, red word.

Dip
* p x
r

12. Turn to the next page. It has a red mark. Pencils down. What is this word? Tell me-----/Dip/ like you /Dip/ a brush in paint. /Dip/.

Dip DiD nip
* r * g * b x
g

13. Turn to the next page. It has a green mark at the bottom. Take your pencil and draw a line under /DiD/, like when you say, "Yes, I /DiD/."-----/DiD/, green word.

nip pin Dip
* r * b * g x
b

14. Now turn to the next page, black mark, and draw a line under /nip/, /nip/ like the dog will /nip/ you. /nip/-----/nip/, red word.

Dip nip pin
* r * g * b x
r

15. Turn to the next page. It has a red mark, and draw a line under /pin/, like you stick a /pin/ in things. /pin/-----/pin/, black word.

DiD Dip nip
* r * b * g x
g

16. Turn to the next page. Look for a green mark at the bottom. Draw a line under /Dip/, /Dip/ like you /Dip/ a brush in paint. /Dip/-----/Dip/, black word.

Well that's all for today. Are you learning to read the words?-----OK. We'll practice some more next time. 'Bye now.

Lessons are in color.
The letters below figures,
words or letters indicate
colors: r = red; p = purple;
b = black and g = green

VISUAL

ORAL COMMENTARY

p n
r g

1. Hello again.----- Ready for some more reading?
----- Good. Look at your book. Put your finger
on the red letter and say /p/-----/p/. Now put your
finger on the green letter and say /n/ -----/n/.
Good!

D i
r g x
r

2. Now turn to the next page. Look for a red mark at
the bottom. Put your finger on the red letter and say
/D/-----/D/. Put your finger on the green letter and
say /i/ ----- /i/. All right.

n p
g r x
g

3. Turn to the next page. Look for a green mark at the
bottom. Take your pencil and draw a line under /p/
like in /pig/ and say /p/ -----./p/, red letter.
Put your pencil down and make the sound of the green
letter ----- It's /n/ like in /nut/. Say /n/
-----/n/.

D i
g b x
* b

4. Turn the page. There should be a black mark on the
bottom. Take your pencil again and draw a line under
/D/ like in /Dog/, and say /D/ ----- /D/ is the
green letter. Pencil down again, and make the sound
of the end letter.----- It's /i/ like in Indian.
Say /i/ ----- /i/.

nip DiD go
* g * b * r

5. Turn the page. Look for a red mark. Take your pencil
again and draw a line under the word D-i-D, /DiD/-----.
is the black word. All right.

pin sit Dip
* r * b * g

6. Turn to the next page. It has a green mark at the
bottom. This time draw a line under p-i-n /pin/-----
/pin/ is the right word. All right.

Dip nip
* r * b

7. Turn the page. Look for a black mark. This time
draw a line under D-i-p /Dip/ like you /Dip/ a brush
in paint ----- /Dip/ is the right word.

VISUAL

ORAL COMMENTARY

pin
* r

nip
* g
x
r



8. Turn to the next page, look for a red mark. Draw a line under n-i-p /nip/----- . /nip/ is the green word. Okay

9. Turn to the next page. Oh look! A dog! I bet you know what that means. That's right. It's time for fun and drawing. Say, this boy got all excited and lost his whole head. Well, I'll tell you. Why don't you help him find it. I'll tell you what! You draw him a new head----- . Go ahead, and give him..... 2 eyes,... and a nose,..... and a mouth,-----and some hair,.....and a couple of ears----- . Did you give him a new head?----- . Is he happy now?----- . Okay. Now finish up. ----- . Okay now, pencils down because now we are going to have some new words you haven't learned yet. Do the best you can.

nog
* g

Dog
* r

sit
* b
x
r

10. Turn to the next page and look for a red mark at the bottom and draw a line under the word /Dog/, /Dog/ ----- . /Dog/, red word.

gaD
* g

pot
* r

not
* b
x
g

11. Turn to the next page. It has a green mark at the bottom. Draw a line under /not/ /not/----- /not/ is the black word.

sap
* b

san
* g

go
* r
x
b

12. Turn the page and look for a black mark at the bottom.. This time draw a letter under /s-a-p/, /sap/-----/sap/ is the black work. Okay. Very good! Now let's get back to the words you know about.

DiD
* g

pin
* r
x
r

13. Turn the page and look for a red mark. Draw a line under /D-i-D/ ----- . /DiD/ is that green word. What is that red word? Tell me ----- . It's /pin/. Say /pin/ ----- .

nip
* r

Dip
* b
x
g

14. Turn to the next page. It has a green mark at the bottom and draw a line under /n/-/i/-/p/, /nip/----- . /nip/ is the right word. Now put your finger on the black word and say /Dip/ ----- . Like you /dip/ a brush in the paint.

READING PROGRAM --LESSON 8 (continued)

VISUAL

ORAL COMMENTARY

Dip pin
* g * r
 x
 b

15. Now turn to the next page and look for a black mark. Draw a line under /D/-/i/-/p/, /Dip/ -----. /Dip/ is the green word this time.

nip pin
* r * b
 x
 b

16. Now turn to the next page. Look at the bottom. Draw a line under /p/-/i/-/n/, /pin/-----./pin/ is the black word. What is that red word? Look at it and tell me -----. Its /nip/ /nip/. Say /nip/ -----. /nip/.

Dip DiD
* r * g
 x
 r

17. Turn to the next page, red mark, and draw a line under D-i-p, /Dip/-----. Dip is the red word. What is that green word? Look at it and tell me! -----. It's /Diá/, like you say "Yes I /did/".

Dip
* p
 x
 g

18. Turn the page, green mark at the bottom. What is this word? Look at it and tell me.-----. The letters are /D/-/i/-/p/, so the word is /Dip/. Say /Dip/-----. /Dip/.

Well that's all for today. Will you come again next time?---Good! Bye now.

Lessons are in color. The letters below figures, words or letters indicate colors: r=red; p=purple; b=black, and g=green.

VISUAL

ORAL COMMENTARY

- s

1. Hello there----- How are you today?--- Good, what do you say we get started/----- Look down at your book. Hey! Guess what.----- That's a new letter, isn't it? The sound of this letter is /s/ like in /sick/, /see/. Say /sick/--- Now just say /s/----- /s/. Good! Look at /s/. It looks like a snake doesn't it?----- Yes! and from now on, if I ask you to read this letter, you say /s/. OK? Let's try it. Make the sound of this letter.----/s/ like in /sick/. Say /s/-----.
- s g p r X r

2. Now turn to the next page and look for a red mark. Take your pencil and draw a line under /s/ like in /sick/ and say /s/----- /s/ is the green letter. Put your pencil down and make the sound of that red letter.----- It's /p/ like in pig. Say /p/.
- n r s b X g

3. OK now turn to the next page with the green mark at the bottom. Take your pencil and draw a line under /s/ again and say/s/-----/s/is that black letter. Put your pencil down and tell me the sound of that red letter.----- It's /n/ like in /nut/, say /n/ -----.
- s X b

4. Let's turn to next page and look for a black mark at the bottom. Make the sound of this letter?----- It's /s/ like in /sick/, /s/.
- DiD * g s r X r

5. Let's turn to the next page and look for a red mark. Now take your pencil and draw a line under the word, /DiD/, like you say, "Yes, I /did/." -----/DiD/ is that green word. What is that red letter?----- It's /s/.
- i b pin * r X g

6. Turn the page and look for a green mark. Draw a line under /p/-/i/-/n/, /pin/-----/pin/ is the red word. Put your pencil down and make the sound of that black letter.----- /i/ like in Indian. Say /i/ -----.
- D b nip * g X b

7. Turn to the next page. Look for a black mark at the bottom. Take your pencil again and draw a line under /D/ like in /dog/, /d/----- /d/ is the black letter. Now draw a line under /nip/ and say /nip/----- /nip/ is the green word.
- s i p X r

8. Let's turn the page. Look for a red mark at the bottom, and make the sound of the beginning letter over the star. -----/s/. That's your new letter, isn't it? Now make the sound of the middle letter ---- /i/. Make the sound of the end letter ----- It's /p/.

READING PROGRAM

LESSON 9 (continued)

9. Turn to the next page and look for a green mark. Make the sound of the beginning letter over the star ----- /n/. Now make the sound of the end letter.-----/d/ like in dog. Say /D/----- Good!
10. Turn the page, look for a dog at the bottom. Time for some fun. I know, you've drawn a lot of faces. Well, tell you what. Here is a face and you draw the rest of him. Go ahead! Did you give him 2 arms? Did you give him a body? ---- How about 2 legs?----Did you remember the hands?----- OK, finish up and put your pencils down.
11. Let's turn the page and look for a red mark at the bottom. Oh, Oh, another new letter! The sound of this letter is /t/ like in /toy/ or /Tom/. Say /toy/. Now say just /t/. This letter looks like a cross, doesn't it?---- Yes! and from now on if I ask you to read this letter, you say /t/. Let's try it. Make the sound of this letter-----? /t/, like in /toy/. Now
12. Turn the page and look for a green mark. Take your pencil and draw a line under /t/, like in toy, /t/ ----- /t/ is that black letter.
13. Now turn to the next page and look for a black mark at the bottom. Draw a line under /t/ again /t/----- /t/ is the red letter.
14. Now, turn the page and look for a red mark and put your pencils down. Make the sound of this letter----- It's /t/ like in /toy/. Say /t/-----/t/, Good.
15. Now turn the page and look for a green mark at the bottom. Pick your pencil up again and draw a line under the word /D/-/i/-/p/, /Dip/ like you /Dip/ a brush in paint and say /Dip/----- /Dip/ is that green word. Now put your pencil down. Make the sound of the red letter----/s/ like in /sick/. Say /s/----- Now make the sound of the black letter----- It's /t/ like in /toy/. Say /t/-----
16. Turn the page. Take your pencil and draw a line under /D/-/i/-/p/, /Dip/----- /Dip/ is the red word. Now put your pencil down. What is the green word?---- Look at it and tell me ----- It's /DiD/ like in "Yes, I /DiD/. Say /DiD/. Look at both words. Can you see the difference?--- /Dip/, the red word has /p/ at the end: Di-/p/. But that other word, /DiD/, the green one, has /D/ at the end, Di-/D/. See?----- Good! Allright!

Lessons are in color.
The letters below figures,
words or letters indicate
colors: r = red; p=purple;
b = black and g = green

VISUAL

ORAL COMMENTARY

s t
r g

1. Hello again----- I'm back with some more letters and words, so I hope you're ready to read. Look at your book. Put your finger on the red letter and say /s/. ----- Now put your finger on the green letter and say /t/.----- /t/. Let's play that letter game we played before. I'll say a color and you make the sound of the letter. Like if I say red letter, what would you say? ----- You'd say /s/ ----- If I say green letter, what would you say ----- You'd say /t/. Let's try it and touch the letter when you make its sound. Red letter -----/s/. Green letter-----/t/. Red letter ----- /s/. Green letter-----/t/. Red letter ----- /s/. Green letter -----/t/.Very Good

D p
g b
x
r

2. Let's turn the page and look for a red mark. Turn your page and draw a line under /d/ like in dog and say /d/ ----- /d/ is the green letter. Now draw a line under /p/ like in pig and say /p/ ----- /p/ is the black letter.

n i
r b
x
g

3. Turn the page and look for a green mark at the bottom, and draw a line under /n/ like in nut and say /n/. ----- /n/ is the red letter. Now draw a line under /i/ like in /Indian/ and say /i/----- /i/ is the black letter. Pencil down.

D i p
p p p
* x
b

4. Turn the page and look for a black mark at the bottom. Make the sound of the beginning letter over the star ----- It's /D/ Say /D/ ----- /D/. Now make the sound of the middle letter ----- it's /i/. Say /i/ ----- /i/. Make the sound of the end letter ----- it's /p/. Say /p/----- /p/.

n i D
* p p p
x
r

5. Turn the page, look for a red mark and make the sound of the beginning letter--over the star----- /n/. Say /n/----- /n/. Now make the sound of the middle letter ----- /D/. Say /D/. ----- /D/.

D i D pin
* g * r
x
g

6. Turn the page and look for a green mark. Draw a line under the word /D/-/i/-/D/ /D i D/ ----- /D i D/ is the green word.

VISUAL

ORAL COMMENTARY

DID
* r

Dip
* b

x
b

pin
* g

Dip
* b

x
r

nip
* r

pin
* b

x
g

nip

* p

x
b



a
p

x
r

a
g

s
r

x
g

t
g

a
b

x
g

7. Turn the page and look for a black mark this time, and draw a line under D-i-P /Dip/ like you /Dip/ a brush in paint. /DIP/ ----- /DIP/---black word. Put your pencil down. What is the red word? Tell me.----- /DID/
8. Turn the page and look for a red mark. Take your pencil and draw a line under p-i-n /pin/----- /pin/----- /pin/ is the green word. Put your pencil down. What is the black word? Tell me. ----- It's /Dip/.
9. Turn the page and look for a green mark. Take your pencil again and draw a line under /n/-/i/-/p/ like the dog will /nip/ you. ----- /nip/ is the red word. Put your pencil down. What is the black word? Tell me. ----- It's /pin/ /pin/.
10. Turn the page and look for a black mark. What is this word? Tell me. ----- /nip/. /nip/.
11. Turn the page. Oh! Do you see what I see at the bottom?---A dog that means its time for some drawing. This is a picture of a clown, only his hat fell off---so take your pencil and draw him a new hat. See if you can make a funny one. ----- Go ahead! ----- Hurry! ----- Did you do it? ----- Good. Then let's put your pencil down and
12. Turn the page and look for a red mark---Oh! A new letter. The sound of this letter is /a/ like in /apple/ or /after/. Say /apple/. Now just say /ae/. Look at /ae/. It looks almost like a circle doesn't it? ----- Yes, and from now on, if I ask you to read this letter, you say /ae/. Okay, let's try it. Make the sound of this letter ----- /ae/ like in /apple/. Say /ae/ -----/ae/. Good.
13. Turn the page. Look for a green mark at the bottom. Take your pencil and draw a line under /ae/ like in apple and say /ae/. ----- /ae/ is the green letter. What is that red letter? Tell me ----- It's /s/ like in sick.
14. Turn the page and look for a green mark. Take your pencil and draw a line under /ae/ again /ae/----- /ae/ is the black letter this time. Put your pencil down and put your finger on the green letter and say /t/---/t/ like in toy. Good.

READING PROGRAM ,--LESSON 10 (Continued)

VISUAL

ORAL COMMENTARY

a
p

x
b

15. Turn the page and look for a black mark. Make the sound of this letter ----- /ae/ like in apple. Say /ae/ -----.

s a t
*p p p

16. Turn to the next page and let's read these letters. Make the sound of the beginning letter over the star. ----- /s/ like in /sick/. Say /s/ ----- /s/. Make the sound of the middle letter ----- /ae/ like in /apple/. Say /ae/ ----- /ae/. Make the sound of the end letter. ----- /t/ like in /toy/. Say /t/ ----- /t/.

Well no more time today. I've got to go. But I'll see you soon with some new words and letters. Okay? ----- Okay? Bye. -----.

READING PROGRAM

LESSON 11

Lessons are in color. The letters below figures, words or letters indicate colors: r=red; p=purple; b=black and g=green

VISUAL

s a t
r g b

s t
r b

a t
r g

a s
g b

s a t
*

t a s
*

t a
r g

X_r

X_g

X_b

X_b

X_g

X_b

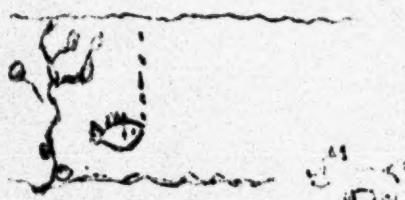
ORAL COMMENTARY

1. Hello!--- How are you today?----- Good. Let's get started. Look at your book. Does it have 3 letters?----- Good, then put your finger on the red letter and say /s/--- /s/ like in /sick/. Now put your finger on the green letter and say /ae/----- /ae/ like in /apple/. Now put your finger on the black letter and say /t/----- /t/ like in toy.
2. Turn the page and look for a red mark. Take your pencil and draw a line under /t/ and say /t/----- /t/ is the black letter. Put your pencil down and make the sound of the red letter.-----/s/ like in /sick/.
3. Turn the page and look for a green mark. Take your pencil and draw a line under /ae/ like in /apple/ and say /ae/----- /ae/ is the red letter. Put your pencil down and make the sound of the green letter-----/t/ like in /toy/.
4. Turn the page and look for the black mark. Take your pencil and draw a line under /s/ like in sick and say /s/----- /s/ is that black letter. Put your pencil down and make the sound of the green letter-----/ae/ like in /apple/.
5. Turn the page and look for a black mark at the bottom. Let's practice reading the letters. Make the sound of the beginning letter over the star----- /s/ like in /sick/. Now make the sound of the middle letter-----/ae/ like in /apple/. Now make the sound of the end letter----- /t/ like in /toy/.
6. Turn the page and look for a green mark at the bottom. Make the sound of the beginning letter over the star----- /t/ like in /toy. Make the sound of the middle letter----- /a/ like in /apple/. Make the sound of the end letter----- /s/ like in /sick/.
7. Ok now, turn the page and look for a black mark. Let's play our letter game. I will say a color and you make the sound of the letter. Like if I say red letter, you touch it and say /t/. If I say green letter, touch it and say /ae/. Ready. Red letter-----/t/. Green letter-----/a/. Red letter-----/t/. Green letter-----/ae/. Red letter ---/t/. Green letter-----/ae/.

sat
*

X
r

8. Very good let's turn the page and look for a red mark at the bottom. Here is a new word. The word is /sat/ like the boy /sat/ down. Say /sat/-----. Let's read the letters in /sat/. Make the sound of the beginning letter in /sat/, the one over the star----/s/. /sat/ begins with /s/. Make the sound of that middle letter----/ae/. /sat/ has /ae/ in the middle. Make the sound of the end letter----/t/. /sat/ ends with /t/. Now let's read all the letters together, and touch each letter as you make its sound. Start with the beginning letter over the star and say /s/----. Now touch /ae/-----. Now touch /t/-----. Good! /s/-/a/-/t/, /sat/. Look at /sat/. Remember this word. From now on, if I ask you to read this word, you say /sat/.



9. Turn the page. Hey! Funtime. You know, this is an ocean of water, but it needs some fish. I only see one. So, tell you what! You draw some more fish-----. ok, go ahead-----. Do the best you can-----. See how many fish you can make----. Are you making fish?---Ok. I'll bet you never drew fish before, did you?-----. Really?-----. Ok, let's finish up now-----. All right. Now put your pencil down and -----

sat
* p
dip_r sat_g X_r

10. Turn the page and look for a red mark at the bottom. The word at the top is /sat/. Say /sat/-----. Find the same word at the bottom and draw a line under it.----/sat/ is the green word.

sat_p
sat_b nip_r DiD_g X_g

11. Turn the page and look for a green mark. The word at the top is /sat/ again. Say /sat/-----./sat/. Find /sat/ at the bottom and draw a line under it ----. /Sat/ is the black word.

sat
* X_b

12. Turn the page and look for a black mark. What is this word? Tell me -----. It's /sat/, like you /sat/ down. Say /sat/-----/sat/, Good.

sat DiD
* r * g X_r

13. Turn the page and look for a red mark. Take your pencil and draw a line under /sat/ and say /sat/ -----. /sat/ is the red word. What is the green word? Look at it and tell me-----. /D/-/i/-/D/, /DiD/.

sat pin dip
* g * b * r X_g

14. Turn the page and look for a green mark. Draw a line under /pin/ and say /pin/-----. /pin/ is the black word. Draw a line under /Dip/, /Dip/ and say /Dip/-----. /Dip/ is the red word. What is the green word? Look at it and tell me. ---- /sat/ like you /sat/ down.

nip sat
* g * r X_b

15. Turn the page and look for a black mark. Draw a line under /nip/, /nip/ and say /nip/-----. /nip/ is the green word. What's the red word? Look at it and tell me -----/sat/.

Hey it's late. I've got to go. So we'll stop now, but you can come and read with me again real soon, okay?-----okay, bye now-----. D25

Lessons are in color. The letters below figures, words, or letters indicate colors:
r = red; p = purple; b = black
and g = green.

VISUAL

sat Dip
* r * g

Dip sat
* b * r x
 b

sat Dip
* g * r x
 r

Did pin nip
* r * g * b x
 g

DiD pin
* g * b x
 b

nip pin
* g * b x
 r

nip DiD
* g * r x
 g

ORAL COMMENTARY

1. Hi----- Ready for some reading? Good. Then put your finger on the red word and say /sat/-----/sat/. Put your finger on the green word and say /Dip/-----/Dip/.
2. Turn to the next page. It has a black mark at the bottom. Take your pencil and draw a line under /Dip/ and say /Dip/-----/Dip/, black word. Pencil down. What is the red word? Tell me----- /sat/ like you sat down.
3. Turn to the next page. It has a red mark at the bottom. Take your pencil again and draw a line under /sat/ and say /sat/-----/sat/ is the green word. Pencil down and tell me. What is the red word?----- /Dip/ like you /Dip/ a brush in paint.
4. Turn the page and look for a green mark. Put your finger on the red word and say /DiD/-----/DiD/ like in "Yes, I /DiD/". Put your finger on the green word and say /pin/-----/pin/. Put your finger on the black word and say /nip/-----/nip/ like the dog will /nip/ you.
5. Turn the page and look for a black mark. Take your pencil and draw a line under /pin/ and say /pin/-----/pin/ is the black word. Pencil down. And what is the green word? Tell me-----It's /DiD/.
6. Turn the page and look for a red mark. Take your pencil and draw a line under /nip/ and say /nip/-----/nip/ is the green word. Pencil down and tell me what is the black word?-----It's /pin/.
7. Turn the page and look for a green mark. Take your pencil and draw a line under /DiD/ and say /DiD/-----/DiD/ is the red word. Put your pencil down. What is the green word? Tell me-----It's /nip/.
8. Turn the page...Oh look! A dog at the bottom. Here is a monkey, only he needs some trees to climb. So you draw him some trees. Go ahead.-----Draw as many as you want.----- You know, monkeys need a lot of trees to climb.-----Make a lot of branches.----- All right, let's finish the tree you're on. Do you think that monkey's happy now?---- Okay. Then pencil down.



VISUAL

ORAL COMMENTARY

g
p x
r

9. And turn the page. Look for a red mark. Hey! A new letter. The sound of this letter is /g/ like in /go/ or /good/. Say /good/-----/good/. Now just say /g/-----Look at /g/. It's a circle with a long curly tail, isn't it?----- Yes! And from now on if I ask you to read this letter, you say /g/. Let's try it. Make the sound of this letter.----- It's /g/. Say /g/-----/g/ like in /good/. All right

s g
g r x
g

10. Turn the page and look for a green mark. Take your pencil and draw a line under /g/ like in /good/ and say /g/-----/g/ is that red letter with the curly tail. Make the sound of the green letter.----- It's /s/ like in /sick/, /a/.

t g a
g b r x
b

11. Turn the page and look for a black mark. Draw a line under /g/. Again /g/-----/g/ is the black letter. Put your pencil down and make the sound of the red letter.-----/ae/ like in apple/ae/. Make the sound of the green letter-----/t/ like in /toy/, /t/.

g a t
*p p p x
r

12. Turn the page. Look for a red mark at the bottom. Let's read some letters. Make the sound of the beginning letter over the star.-----/g/. Say /g/-----/g/. Make the sound of the middle letter.-----It's /ae/. Make the sound of the end letter.-----It's /t/.

s a g
*p p p x
g

13. Turn the page and look for a green mark. Make the sound of the beginning letter over the star ----- /s/. Now make the sound of the middle letter----- /ae/. Make the sound of the end letter-----/g/.

D i p
*p p p x
b

14. Turn the page and look for a black mark. Make the sound of the beginning letter over the star.----- It's /D/ like in /Dog/. Say /D/-----/D/. Now make the sound of the middle letter-----It's /i/. Now make the sound of the end letter.-----It's /p/ like in /pig/.

n i D
*p p p x
r

15. Turn the page and look for a red mark. Make the sound of the beginning letter over the star.----- It's /n/ like in /nut/. Make the sound of the middle letter.-----It's /i/ like in /Indian/. Make the sound of the end letter.-----It's /D/ like in /Dog/.

t a g
*p p p x
g

16. Turn the page and look for a green mark.-----Make the sound of the beginning letter over the star. -----It's /t/ like in /toy/. Make the sound of the middle letter.-----/ae/ like in /apple/. Make the sound of the end letter, your new one.----- It's /g/ like in /good/. Say /g/-----/g/. And y'know I know another word that starts like /g/ and that's /goodbye/, and that's what I've got to say, 'cause I'm all out of time, but I'll see you again real soon, all right?----- Goodbye.

Lessons are in color.
The letters below figures,
words or letters indicate
colors: r = red; p = purple
b = black and g = green

VISUAL

ORAL COMMENTARY

g s
g r

1. Greetings! ----- Ready for our reading? ----- Okay. Then put your finger on the green letter and say /g/ ----- /g/ like in /good/. What's that red letter? Look at it and tell me ----- /s/, like in /sick/.

a t
b g x
r

2. Turn the page and look at red mark. Take your pencil and draw a line under /ae/ like in /apple/ and say /ae/. ----- /ae/ is the black letter. Draw a line under /t/ like in /toy/ and say /t/-----/t/ is the green letter. Now turn the page and look at the green mark at the bottom.

s a g
*p p p x
g

3. Let's read the letters. Make the sound of the beginning letter over the star -----/s/. Now make the sound of the middle letter ----- /ae/. Make the sound of the end letter ----- /g/. Say /g/-----.

g a t
* p p p x
b

4. Turn to the next page with a black mark at the bottom and make the sound of the beginning letter over the star ----- /g/. Say /g/----- Make the sound of the middle letter ----- /a/. Now make the sound of the end letter ----- /t/.

gas
* p x
r

5. All right, now turn the page and look at red mark at the bottom. Hey! A new word on this page. This word is /gas/, like when you go to a /gas/ station. Say /gas/----- /gas/. Let's read the letters. Make the sound of the beginning letter over the star. Say /g/-----/g/. Now the middle letter-say /ae/----- /ae/. Now the end letter-say /s/ ----- /s/. Now let's read the letters and touch them as you say them. Say /g/-----/a/-----/s/. /g/-/a/-/s/- /gas/. Look at this word. Remember the word is /gas/. Say /gas/.

gas
* p
gas * b DiD
* r
x
g

6. Now turn the page and look at a green mark at the bottom. The word at the top is /gas/. Say /gas/----- Now find /gas/ at the bottom and draw a line under it -----/gas/ is that black word.

VISUAL

ORAL COMMENTARY

gas
* p
sat pin gas
* b * g * r
x
b

gas
* p
x
r



gas sat
* r * g
x
r

gas sat
* r * b
x
g

tag
* p
x
b

7. Turn the page and look at the black mark at the bottom. The word at the top is /gas/ again. Say /gas/ ----- . Find /gas/ at the bottom and draw a line under it ----- /gas/ is the red word.

8. Turn the page and look for a red mark. Put your pencil down. What is this word? Look at it and tell me ----- . /gas/. Say /gas/ ----- . /gas/. All right, now

9. Let's turn to the next page and look for a dog at the bottom. It's time for some drawing, and these 3 children had balloons on those strings but they got broken. So take your pencil and draw them each a new balloon. ----- . You can make a funny one if you like ----- . Maybe you want to put a face on one of those balloons. ----- . Go ahead----- . Are you almost finished? ----- . Let's hurry up. ----- , and put your pencil down, and

10. Turn the page and look for a red mark. Take your pencil again and draw a line under /gas/ ----- . /gas/, red word. Put your pencil down and tell me, what is that green word? ----- . It's /sat/, like you /sat/ down.

11. Turn the page and look for a green mark. Take your pencil and draw a line under /sat/ ----- /sat/ is the black word. Put your pencil down and tell me, what is that red word? ----- . It's /gas/, like in a /gas/ station.

12. Turn the page and look for a black mark. Here is another new word. This word is /tag/, like you play /tag/. Say /tag/ ----- /tag/. Let's read the letters. Put your finger on the beginning letter over the star and say /t/ ----- . Put your finger on the middle letter and say /ae/ ----- . Put your finger on the end letter and say /g/ ----- . Now let's say them together. Touch them as you say them. Say /t/ ----- /ae/ ----- . /g/ ----- . /t/ ----- /ae/ ----- /g/; tag/. Good. Look at this word. Remember, this word is tag, like you play /tag/. Say /tag/ ----- /tag/.

READING PROGRAM --LESSON 13 (continued)

VISUAL

ORAL COMMENTARY

tag
* p

nip tag
* b * g

x
r

13. Okay, turn to the next page with a red mark at the bottom. The word at the top is /tag/. Say /tag/-----.
Now find /tag/ at the bottom and draw a line under it -----./tag/ is the green word.

tag
* p
tag Dip gas
* b * r * g

x
g

14. Turn the page and look for a green mark at the bottom. The word at the top is /tag/ again. Say /tag/ -----.
Find /tag/ at the bottom and draw a line under it. ----- /tag/ is the black word. Now....

tag
* p

x
b

15. Turn the page and look for a black mark at the bottom. Put your pencil down. What is this word? Look at it and tell me. ----- It's /tag/, like you play /tag/. Say /tag/ ----- /tag/. All right.

at gas tag
* r * g * b

16. Turn the page, and here are 3 words you learned. What is that red word? Look at it and tell me. ----- It's /sat/, like you /sat/ down. What is the green word? Look at it and tell me. ----- It's /gas/, like you go to a /gas/ station. What is the black word? Look at it and tell me ----- It's tag, like when you play tag.

Well, I guess we're all done for today, because I'm all out of pages. But will you be back next time for some more reading? ----- Oh good! So long. -----

Lessons are in color. The letters below figures, words or letters indicate colors:
r=red; p=purple; b=black;
g=green

VISUAL

ORAL COMMENTARY

- | | | | | |
|-----|-----|----------------|----------------|---|
| s | a | g | | 1. Hello again.---All set to go? Good, then let's read the letters. Make the sound of the beginning letter over the star-----/s/. Now make the sound of the middle letter---/ae/. Make the sound of end letter----/g/. |
| * | | | | |
| g | a | t | | 2. Turn the page and look for the red mark at the bottom. Make the sound of the beginning letter over the star-----/g/. Make the sound of the middle letter -----/ae/. Make the sound of the end letter-----/t/. |
| * | | | X _r | |
| sat | gas | | | 3. Turn the page and look for a green mark. Take your pencil and draw a line under the word, /gas/---/gas/----- /gas/ is the green word. What is the red word? Look at it and tell me----- . It's /sat/. |
| * r | * g | | X _g | |
| tag | gas | | | 4. Turn the page and look for a black mark, then take your pencil and draw a line under /tag/, /tag/----- . /tag/ is the black word. What is the green word? Look at it and tell me----- . It's /gas/ like in a /gas/ station. |
| * b | * g | | X _b | |
| tag | sat | | | 5. Turn the page and look for a red mark and then take your pencil and draw a line under /sat/, /sat/----- . /sat/ is that black word. What is the red word? Look at it and tell me----- . The word is /tag/ like you play /tag/. |
| * r | * b | | X _r | |
| | gag | | | 6. Turn the page and look for a green mark. A new word! This word is /gag/. Like you play a /gag/ on somebody. Did you know a /gag/ is a joke. Say /gag/----/gag/. Let's read the letters. Make the sound of the beginning letter over the star. Say /g/----- . Make the sound of the middle letter. Say /a/----- . Make the sound of the end letter. Say /g/----- . Now let's read the letters together and touch each letter as you say its sound. Touch /g/----- /a/-----/g/----- . /g/-/a/-/g/, /gag/. Look at this word. Remember this word is /gag/ like you play a /gag/ on someone. Say /gag/----/gag/. |
| | * p | | X _g | |
| | gag | | | 7. Turn the page and look for a black mark at the bottom. The word at the top is /gag/. Say /gag/----- . Now find /gag/ at the bottom and draw a line under it----- . /gag/ is the red word. |
| | * p | | | |
| gag | did | | | |
| * r | * b | X _b | | |
| | gag | | | 8. Turn the page and look for a red mark. The word at the top is /gag/ again. Say /gag/----- . Now find /gag/ at the bottom and draw a line under it----- . /gag/ is the green word. |
| | * p | | | |
| pin | sat | gag | | |
| * r | * b | * g | X _r | |

gag
*

X_g



9. Turn the page, look for a green mark. Put your pencil down. What is this word? Look at it and tell me----- /gag/, like you play a /gag/ on someone. Say /gag/----/gag/.

10. All right. Now turn to the next page and look for a dog at the bottom. It's time for some drawing fun. So take your pencil. This is a bird, but do you see that he has something missing?--- Yes!. He has a wing missing, doesn't he? ----. So I'll tell you what! You take your pencil and draw him a new wing----- Go ahead ----- Make it a nice one just like the other one----- Did you do it?----- Be careful he doesn't fly away----- Okay, let's finish up and put your pencil down, and then-----



p i D
*

X_r

11. Turn to the next page. Look for a red mark. Let's read some old letters again. Make the sound of the beginning letter over the star ----- It's /p/ like in pig. Remember? --- Good. Make the sound of the middle letter.----- That's our friend /i/ like in /Indian/. Now make the sound of the end letter.----- That's /D/ like in /dog/.

n i p
*

X_g

12. Turn to the next page and look for a green mark at the bottom. Make the sound of the beginning letter over the star. ----- That's our old friend /n/, like in /nut/. Now, make the sound of the middle letter.-----/i/. And make the sound of the end letter.----- It's /D/ like in /Dog/.

n i p
*

X_b

13. Turn the page and look for a black mark at the bottom. Make the sound of the beginning letter over the star.----- /n/ like in nut. Now make the sound of the middle letter---- /i/ like in /Indian/. And make the sound of the end letter -----/p/ like in /pig/.

DiD pin
* b * r

X_r

14. Turn the page and look for a red mark at the bottom and when you find it, take your pencil and draw a line under the word /pin/ and say /pin/----- /pin/ is the red word. What is the black word? Look at it and tell me---- It's /DiD/ like when you say, "Yes, I /did/."

Dip nip
* g * b

X_g

15. All right. Now turn to the next page and look for a green mark. Take your pencil and draw a line under /Dip/ and say /Dip/----- /Dip/ is that green word. What is the black word? Look at it and tell me----- It's /nip/, like the dog will /nip/ you. All right.

tag gag
* g * b

X_b

16. Now turn to the next page. It has a black mark at the bottom. Take your pencil and draw a line under /gag/ and say /gag/----- /gag/ is the black word. What is the green word? Look at it and tell me----- It's /tag/ like you play /tag/.

Gee, I'm all out of pages already, so I guess that's all for now. But you know, you've learned about 8 words. Next time we will go over all of them again, so I'll be looking for you. OK?----- Good, So long-----

Lessons are in color. Letters
below figures, words, or letters
indicate colors: r = red; b = black;
g = green; p = purple.

VISUAL

p n
*p p

n a p
g b r x
r

p n t
g b r x
g

D i
*p p x
b

D i
g r x
r

D i g
g b r x
g

p i n
*p p p x
b

n i D
*p p p x
r

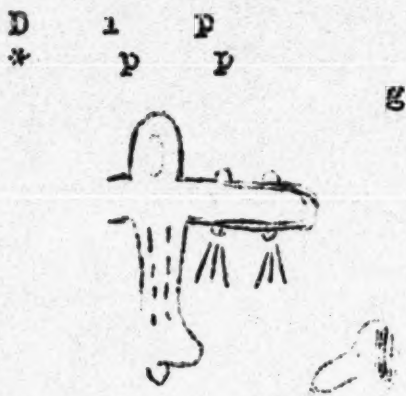
D i p
*p p p x
g

ORAL COMMENTARY

1. Hii-----We have a lot to do today, so let's get started. Here are the first letters you learned. Put your finger on the beginning letter over the star and say /p/-----/p/ like in /pig/. Put your finger on the end letter and say /n/-----/n/ like in /nut/.
2. Turn the page and look for a red mark, then take your pencil and draw a line under /p/ like in /pig/ and say /p/-----/p/ is the red letter.
3. Turn the page and look for a green mark. This time draw a line under /n/ like in /nut/ and say /n/. -----/n/ is the black letter. Put your pencil down.
4. And turn the page and look for a black mark at the bottom. Put your finger on the beginning letter over the star and say /D/-----/D/ like in /Dog/. Put your finger on the end letter and say /i/-----/i/ like in /Indian/.
5. OK Turn the page and look for a red mark. Take your pencil and draw a line under /D/ like in /Dog/ and say /D/-----/D/ is the green letter.
6. Turn the page and look for a green mark and this time draw a line under /i/ like in /Indian/ and say /i/-----/i/ is the black letter.
7. Turn the page and look for a black mark. Let's read the letters on this page. What's the beginning letter over the star?-----/p/ What is the middle letter?-----It's /i/ What is the end letter?-----It's /n/. All right.
8. Turn the page and look for a red mark at the bottom. Let's do it again. Let's read the beginning letter over the star.-----It's /n/ like in /nut/. Make the sound of the middle letter.-----/i/. Make the sound of the end letter.-----/D/ like in /Dog/. All right.
9. Turn the page and look for a green mark at the bottom. Let's read these letters. Make the sound of the beginning letter over the star.-----/D/ like in /Dog/. Make the sound of the middle letter -----/i/. Make the sound of the end letter-----/p/ like in /pig/. All right.

VISUAL

ORAL COMMENTARY



DiD pin
* r g x
r

gag DiD
* r b x
g

DiD sat pin
* g * r * b
x
b

nip Dip
* g * b x
r

tag nip
* g * b x
g

nip sat Dip
* b * r * g
x
b

DiD pin
* r * g x
r

nip Dip
* b * r x
g

10. Turn the page and look for a dog at the bottom. You know, this was an airplane, only it went through a cloud, and some of it got missing. Can you see what's missing? Well, it's part of the wing and part of the tail. So, I'll tell you what! You take your pencil and you finish that airplane.----- Make the other wing just like the one you see.----- And kind of finish that tail.----- Have you ever been in an airplane?----- I have. I think it's fun. All right, let's finish up and let's put your pencil down.
11. And turn the page and look for a red mark at the bottom. You know, when we put letters real close together, they make words. Here are two words you learned. Take your pencil and draw a line under the red word, all of it, and say /DiD/-----/DiD/ like in "Yes, I /DiD/." Now draw a line under the green word and say /pin/-----/pin/, like you stick a /pin/ in the wall. All right now.
12. Turn the page and look for a green mark at the bottom. Then draw a line under /DiD/ and say /DiD/-----/DiD/ is the black word. All right.
13. Turn to the next page and look for a black mark at the bottom. All right! Draw a line under /pin/ and say /pin/-----/pin/ is the black word. All right.
14. Turn the page and look for a red mark. Here are 2 more words you learned about. Draw a line under the green word and say /nip/-----/nip/, like the dog will /nip/ you. Now draw a line under the black word and say /Dip/-----/Dip/, like you /Dip/ a brush in paint.
15. Turn the page and look for a green mark. Draw a line under /nip/ and say /nip/-----/nip/ is the black word.
16. Turn the page and look for a black mark at the bottom. Draw a line under /Dip/ and say /Dip/-----/Dip/ is the green word. All right. Now put your pencil down and then:
17. Turn the page. Look for a red mark at the bottom. Tell you what. You read the words to me. What's the red word? Look at it and tell me.-----It's /DiD/. Say /DiD/-----What's the green word? Look at it and tell me.-----It's /pin/. Say /pin/-----
18. All right. Turn the page and look for a green mark at the bottom. What is that black word? Look at it carefully and tell me.-----It's /nip/. Say /nip/-----/nip/. What's the red word? Look at it and then tell me. It's /Dip/. Say /Dip/-----/Dip/. Oh, gee! That was my last page. But I'll be back again soon to play some more reading games with you. 'Bye now.

READING PROGRAM

LESSON 16

Lessons are in color. The letters below figures, words or letters indicate colors:
 r = red; p = purple;
 b = black; g = green

VISUAL

ORAL COMMENTARY

s a
*

1. Hello again. Ready to review our words and letters. Good Then put your finger on the beginning letter over the star and say /s/----. /s/ like in /sick/. Now put your finger on the end letter and say /ae/---/ae/ like in /apple/.

t g
* X_r

2. Turn the page and look for a red mark and put your finger on the beginning letter over the star and say /t/-----. /t/ like in toy. And then put your finger on the end letter and say /g/-----. /g/ like in /good/.

s a
g r X_g

3. Turn the page. Look for a green mark at the bottom. Take your pencil and draw a line under /ae/ like in apple and say /ae/-----. /ae/ is the red letter. Now make the sound of the green letter ----/s/, like in /sick/.

t b a r
X_b

4. All right, turn to the next page and look for a black mark at the bottom. Then, draw a line under /t/ like in /toy/, and say /t/---. /t/ is that black letter. Make the sound of the red letter ---/ae/ like in /apple/.

t b g g
X_r

5. Turn the page and look for a red mark. Draw a line under /g/ and say /g/---. /g/ like in /good/ is the green letter. Make the sound of the black letter----. It's /t/ like in toy.

g a t
* X_g

6. Turn the page and look for a green mark at the bottom. Let's read these letters. Make the sound of the beginning letter over the star---. It's /g/. Make the sound of the middle letter ---. It's /ae/. Make the sound of the end letter----. It's /t/. All right.

s a g
* X_b

7. Turn the page and look for a black mark at the bottom. Make the sound of the beginning letter over the star---- /s/. Make the sound of the middle letter----. /ae/. Make the sound of the end letter ----. /g/.

t a s
* X_r

8. Turn the page and look for a red mark at the bottom. Make the sound of the beginning letter over the star----/t/. Make the sound of the middle letter---/ae/. Make the sound of the end letter --- /s/.



9. All right, turn to the next page. I bet you find a dog at the bottom. Yes. Time for some fun, and here are 2 sailboats, only one doesn't have any sails. Do you know why? Because the wind blew them away. So you take your pencil and give that boat some new sails. Go ahead ----. Say, while you're drawing those sails, tell me, did you ever go on a boat?---I did! I think it's a lot of fun. You know when you go sailing you have to be careful you don't get blown over in the water. Yes, or you can get pretty wet. All right, let's finish up and put your pencil down.

READING PROGRAM

LESSON 16 (continued)

- | | | | | |
|-----|-----|-----|----------------|--|
| sat | he | DiD | X _g | 10. Turn the page and look for a green mark at the bottom. Now take your pencil again and draw a line under /sat/ and say /sat/-----. /sat/ is that red word. Now draw a line under /DiD/ and say /DiD/----/DiD/ is the green word. |
| * r | * b | * g | | |
| DiD | gas | | X _b | 11. Turn the page. It has a black mark at the bottom. Draw a line under /gas/ and say /gas/---. /gas/ is the black word. What is that red word? Look at it and tell me-----. It's /DiD/. All right. |
| * r | * b | | | |
| tag | gas | | X _r | 12. Turn the page and look for the red mark at the bottom. Draw a line under /tag/ and say /tag/-----. /tag/ is the red word. What is the green word? Look at it and tell me ----. /gas/, like you go to a /gas/ station. |
| * r | * g | | | |
| tag | sat | | X _g | 13. Turn the page and look for a green mark. Draw a line under /sat/ and say /sat/-----. /sat/ is the green word. What is the black word. Look at it and tell me ----. It's /tag/ like you play /tag/. |
| * b | * g | | | |
| gag | sat | | X _b | 14. Turn to the next page and look for a black mark and draw a line under /gag/ like you play a /gag/ on someone. Say /gag/-----. /g/ is the red word. What is that green word. Look at it and tell me -----. It's /sat/, like you /sat/ down. |
| * r | * g | | | |
| gag | pin | | X _r | 15. Turn the page and look at the red mark at the bottom. Draw a line under /pin/ and say /pin/-----. /pin/ is the black word. What is the red word? Tell me-----/gag/, like you play a /gag/ on someone. |
| * r | * b | | | |
| Dip | pin | | X _g | 16. Turn the page and look for a green mark. Draw a line under /Dip/ like you /Dip/ a brush in paint, and say /Dip/---/Dip/ is the green word. What is the black word? Tell me.---- It's /pin/ like ya stick a /pin/ in the wall. |
| * g | * b | | | |
| nip | Dip | | X _b | 17. Turn the page and look for a black mark. Draw a line under /nip/ and say /nip/-----. /nip/ is the red word. What is the black word? Tell me. It's /Dip/ like you /Dip/ a brush in paint. |
| * r | * b | | | |
| nip | | | X _r | 18. Now turn the page and look for a red mark. What is this word? Look at it carefully and tell me.----- It's /nip/ like the dog will /nip/ you. |
| * p | | | | |

Well, Looks like there's no more pages, so I guess we're done for today. But I think I'm going to see you one more time, so will you come back and help me again soon? ---- Goodbye now.

APPENDIX E

DIALECT TEST FOR LOWER-CLASS URBAN NEGRO DIALECT

Say	Listen for		
1. Let me hear you count to ten.	/foə/ /fa/ /tɪn/	for for for	/for/ /faɪv/ /ten/
2. How many fingers am I holding up? (Hold up four)	/foə/	for	/for/
3. What's this? (Touch child's head.)	/hed/	/heed/, or for	/het/ /hed/
4. What's this? (Touch ear.)	/ɪə/	for	/ɪr/
5. What am I doing? (Open door.)	/doə/	for	/dɔr/
6. Now what am I doing? (Shut door.)	/doə/	for	/dɔr/
7. Finish this sentence:			
"I eat when I'm _____."	/hɒŋgrɪ/	for	/hʌŋgrɪ/
"When I'm sleepy, I go to _____."	/beəd/	for	/bed/
"I never lie, I always tell the _____."	/trʊf/	for	/truth/
8. Tell me the story of the Three Bears. or Tell me the story of Little Red Riding Hood. (Examiner may need to start the story for the child to jog his memory.)			

APPENDIX E

SPANISH TEST

"Voy a ver como puedes hablar en espanol. Puedes contestar mis questiones."

(I'm going to see how well you speak Spanish. See if you can answer all my questions in Spanish.)

1. "Que es tu nombre?"
(What is your name?)
2. "Dejame oyer te a contar hasta diez."
(Let me hear you count to ten.)
3. "Cuantos dedos tengo aqui?"
(How many fingers am I holding up?) (Hold up four.)
4. "Que estoy haciendo?" (Open the door.)
(What am I doing?)
5. "Ahora que estoy haciendo?" (Close the door.)
(Now what am I doing?)
6. "Que es esto?" (Touch child's head.)
(What is this?)
7. "Que es esto?" (Touch child's ear.)
(What is this?)
8. "Que haces cuando te quieres hambre?"
(What do you do when you're hungry?)
9. "Que haces cuando te quieres dormir?"
(What do you do when you're sleepy?)
10. "Tienes amigos? Cuantos? Como se llaman?"
(Do you have friends? How many? What are their names?)
11. "Tienes hermanos y hermanas? Cuantos? Como se llaman?"
(Do you have brothers and sisters? How many? What are their names?)
12. "De gusta la television? Que te gusta a ver en la television?"
(Do you like television? What do you like to watch on television?)